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ABSTRACT

This document provides an empirical analysis of the hiring, promotion/advancement, and retention of black faculty in traditionally white public institutions of higher education in the 10 states affected by the Adams v. Richardson case. The underrepresentation of black scholars on the faculties of the nation's colleges and universities remains a serious problem in the pluralistic society of the United States. In predominantly white institutions, it is well documented that minorities make up only a tiny portion of the regular teaching faculty. Blacks are represented in proportions far lower than their percentage in the total population or in the student bodies of these institutions. Four chapters focus on the following: background (factors relevant to underrepresentation and assessing the current status); methods and procedures (research problem and methods); findings (characteristics, experiences, perceptions and attitudes, and black and white faculty comparison); and discussion (characteristics, experiences, perceptions and attitudes, and summary and recommendations). Some of the 10 recommendations are to get more black scholars into the pipeline; be explicit about tenure and promotion requirements; devise strategies to recruit experienced black faculty members who can be awarded senior rank; and encourage more black faculty to increase contact with the department head and other administrators. Two appendices are a questionnaire for faculty of public higher education institutions and black faculty interview questions. Fifty-one tables and nine figures are included. Contains 30 references. (SM)

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Black Faculty in Traditionally White Institutions in Selected Adams States: Characteristics, Experiences and Perceptions

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FOREWORD

The Southern Education Foundation and the family philanthropies which preceded it have had a special and continuing interest in the education of Black Americans for more than a hundred years. The Foundation has been concerned particularly with programs aimed at increasing and improving higher education opportunities for blacks in the South.

In April, 1974, the board of directors (renamed board of trustees in 1984) established a special project, the Higher Education Program, to address issues which were surfacing as a result of the then Adams v. Richardson case. Under this higher education component, the Foundation supported coalitions formed by citizens to monitor state desegregation plans, sponsored conferences and workshops, published papers, monographs and documents, and awarded general grants which focused specifically on achieving equity in higher education in the ten states affected by the Adams case.

In September, 1987, the Higher Education Program proposed concentrating a major portion of its allocation on a Research Task Force which was formed to plan a research agenda for the Foundation and to commission research projects. This body of six educators has commissioned over 25 studies since its inception; this document is presented as part of the Higher Education Program Research Series. Our publications which are part of the series are listed at the end of this report and are available to the public at a cost of $5.00 each.

SEF was able to expand its Higher Education Program as a result of receiving grants from 1983 to 1986 from the Ford Foundation; the publication of this report is made possible by the grants.

A list of other Foundation publications may be obtained by writing to the Southern Education Foundation.

Thank you.

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We are also thankful to Mr. Jerry Atkins and Ms. Judy Dennis for assisting in the layout and typesetting of the questionnaire. To Ms. Lerah Spikes, Mr. Tony Gamble, Mr. Shelton Silver, and St. Anthony's School, we say thank you for your technical and clerical assistance. We also gratefully acknowledge the assistance of Ms. Mary Cunningham who typed the initial proposal and initial correspondences to various institutions and Mrs. Patricia Wright who typed several drafts and the final draft of this report.

We are appreciative to the governing boards and institutions within the targeted nine states which are a part of this study who provided us the listings of Black faculty in their respective systems or institutions such that the research team could contact them to request their participation in our study. We are also appreciative to this same group for recognizing the importance of this study which we consider the basis for their complete cooperation. We are appreciative to those individuals who set up and coordinated our campus visits to interview Black faculty. Finally, we are most appreciative to those Black faculty members who took time out of their schedules to complete questionnaires, which were the basis for our data.

We dedicate this report to everyone in Higher Education and other related agencies who, by their actions and deeds, try to bring about equal access and equal opportunity to the hiring and retention processes in higher education. Peace be with you.

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CHAPTER 1. BACKGROUND

The underrepresentation of Black scholars on the faculties of the nation's colleges and universities remains a serious problem in our pluralistic society. In its 1986 Status Report on Minorities in Higher Education, the American Council on Education reported Black faculty appointments actually declined in the period from 1977 to 1983. During this period, full-time faculty positions held by Blacks decreased from 19,675 (4.4 percent) to 18,827 (4 percent), a loss of 4.3 percent (American Council on Education, 1986).

In predominantly white institutions, it is well documented that minorities make up only a tiny portion of the regular teaching faculty. Bok (1982) notes that Asian-Americans are represented on university faculties in numbers that equal or exceed their percentage in the population. However, Blacks are represented in proportions far lower than their percentage in the total population or in the student bodies of these institutions. Estimates of the number of Black faculty in traditionally white institutions (TWIs) are difficult to obtain with any high degree of accuracy, and the data that are available tend not to be very current. Scott-Jones and Harvey (1985) cite a Wall Street Journal estimate that Blacks constitute only one (1) percent of the faculty at TWIs. The American Council on Education (1986)

reported more recently that overall representation of Black faculty at TWIs is 2.3 percent. Pruitt's (1982) research indicated that Black faculty made up 2.9 percent of the faculty of TWIs in eight of the Adams states in 1975.

Factors Relevant to Underrepresentation

The factors that contribute to the tiny proportion of Black faculty in TWIs are multilayered and long-standing. Historical, legal, psychosocial, and socioeconomic factors all contribute to current dearth of Black scholars in higher education. Three major currents in this issue are now briefly examined. They include the historical legacy of institutionalized discrimination, the intervention of the Adams case litigation, and the realities of post-compliance difficulties.

Institutionalized Discrimination

William Banks (1984) notes that very few Black faculty were employed at TWIs prior to 1965. Banks then goes on to document the allegations of some scholars who explain the absences as a shortage of manpower by citing Weinberg's (1977) observation that the number of Black Ph.D. holders at the time far exceeded their percentages at TWIs. In their comprehensive treatise on affirmative action in higher education, Fleming, Gill, and Swinton (1978) document the historical opposition to Black scholars in white higher education. In the mid 1940s, only 43 northern TWIs had Black faculty members, and not all of these were permanent appointments. This number increased to 72 of the 1,051 TWIs toward the end of the decade. A survey of 179 TWIs in 1945-47 and again in 1967-68 revealed that percentages of Black faculty members increased from .002 percent to .009 percent.

Fleming et. al maintain that the tiny percentages of Black faculty members was the result of deliberate and accepted exclusionary policies. They detail the examples of several

prominent and eminently qualified Black scholars who were never provided permanent faculty positions at TWIs for most or all of their careers. These include E. Franklin Frazier, historian Rayford W. Logan (prolific Phi Beta Kappa graduate from Williams College), surgeon Charles R. Drew (whose pioneering blood research saved countless lives), and internationally known chemist Percy Julian. Others who were qualified to teach at TWIs prior to 1950 included John Hope Franklin, Carter G. Woodson, Chancellor Williams, Benjamin Mays, Horace Mann Bond, Kenneth Clark, Ralph Bunche, Sterling Brown and Alain Locke (the first Black Rhodes Scholar). Fleming et. al note that many others were qualified, but were ignored by TWIs who employed substantial numbers of white professors who neither held the doctorate nor excelled in their disciplines. They document reasons provided by some college administrators for not hiring Black professors. These reasons encompassed geographic location, lack of qualifications, commitment of Black scholars to Black institutions, tradition and the fact that other institutions were not doing it. "Only one chairman acknowledged the situation as it existed. His candid observation was 'we haven't been pushed to it. Easiest way out is not to have done it.'" (Fleming et. al., 1978 p. 30).

Many observers today maintain that the exclusionary sentiments that were prevalent prior to the 1960s still linger in TWIs. A recent conference on minority scholars examined issues of exclusion and cultural bias. One participant termed segments of academia as a protected "elite social club." Another asserted that minority researchers and scholars must subjugate their true feelings and beliefs and focus on non-minority research in order to demonstrate that they belong (Clark, 1987).

Adams Case

Historically, a dual system of education had been the rule rather than the exception. For many years, Jim Crow laws and judicial decisions such as the Civil Rights Cases of 1883 and Plessy vs. Ferguson have perpetuated the segregation of public

facilities, including education institutions.

The Brown vs. Board of Education decision, which made racial segregation in public schools unconstitutional, contributed significantly to increasing access for minorities. However, the Brown decision did not settle the question concerning segregated facilities. Nor did the Brown decision address the issue of "who" would teach students. The major issue in that case was the provision of access to public education for all, regardless of race or national origin. Realistically, the decision had little immediate impact on the integration of public schools. Accordingly, the racial composition of school and college faculties underwent little or no change. Legislation following the Brown decision did, however, begin to address this issue. One such piece of legislation was the Civil Rights Act of 1964. This Act provided a potent weapon to combat discrimination in hiring practices. It has been used in attempts to eliminate barriers that have prevented Black scholars from joining faculties at TWIs.

One of the most contemporary legal developments in the ongoing efforts to integrate faculties at TWIs is the Adams vs. Richardson case. In 1970, the N.A.A.C.P. Legal Defense and Educational Fund sued the then Department of Health, Education and Welfare to force 10 states to desegregate their dual systems of higher education. As a result, a total of 19 states were eventually required to submit acceptable plans for desegregating their colleges and universities or face the cutoff of all federal funds for higher education. Black faculty percentages increased in TWIs in the early part of the 1970s, but The American Council on Education (1986) reports that Black participation in faculty positions between 1977 and 1983 declined in all but seven Adams states. On the other hand, white student and faculty participation in traditionally Black public institutions increased during that period.

The continued difficulty in substantially increasing minority faculty representation is illustrated in the following excerpt from the Chronicle of Higher Education discussing the effectiveness of the Adams ruling:

> In hiring, predominantly white colleges and universities have generally done better at recruiting black administrators than at recruiting black faculty members. They have also fared better at recruiting blacks for positions requiring master's degrees, rather than those requiring a doctoral degree.
>
> In the 1985-86 academic years, at Virginia's predominantly white colleges and universities, blacks occupied 6.7 percent of the administrative positions for which a Ph.D. was required and 10.8 percent of those requiring the master's, but only 2.15 percent of Ph.D. faculty positions and 5.1 percent of those requiring the master's.
>
> In some states, several public colleges have only one or two black faculty members (Jaschik, 1987, p. 22).

While most state leaders point to the scarcity of qualified Black scholars as the source of the problem, civil rights leaders reject the argument that demographic trends have made it impossible for states to meet the goals mandated by the Adams decree (Jaschik, 1987).

The impact of the Adams rulings has been vigorously debated by all parties involved in the issue. This debate has been intensified by the December 1987 decision of U.S. District Court Judge John H. Pratt to terminate the Adams case. In view of the ongoing controversy over the outcome of this legal intervention in the hiring practices of public TWIs, the present study takes on added significance. Fully ninety-five (95) percent of the Black faculty who participated in this research were hired during the period of the Adams decision.

Post-Compliance Difficulties

The degree to which the small numbers of Black professors is symptomatic of a scarce supply or of bias in hiring practices is not clear, and subject to debate. Bok (1982) argues that qualified minority candidates are not ignored or overlooked. Rather, only 3 percent of the nation's Ph.D.'s are Black, thus limiting the supply of potential candidates. Bok further contends that Black Ph.D.'s were commanding higher average salaries than their white counterparts with comparable experience and

publication records. A different view is presented in the report of the U.S. Equal Employment Opportunity Commission (1981). Their report found that Black faculty had a lower median salary than white faculty. This finding could be an artifact of the concentration of minority faculty in lower ranks, an inequity reported by Fleming, Gill and Swinton (1978) and the U.S. Department of H.E.W. (1978). The issues of salary, promotion and tenure of Black faculty at TWIs appear to be as critical as the issue of underrepresentation. Exum (1983) notes that "minority faculty are certainly scarce, however, how highly they are valued by the institution is problematic. As a result, assessments of value, merit, and performance are crucial in the evaluation and review of individual minority faculty . . . (p. 395)." Pruitt (1982) recognized the significance of promotion and tenure, terming them a more collegial process than recruitment, and subject to political and economic forces. Various other researchers have implicitly or explicitly identified, discussed or explained the situation of Black faculty at TWIs in terms of "post-compliance' retention difficulties (e.g., Anderson, Frierson, and Lewis, 1979; Moore and Wagstaff, 1974; Scott, 1981; Steele and Green, 1976).

The imposition of a court mandate upon higher education institutions may be particularly problematic in view of the traditionally autonomous and meritocratic value systems held in academia. Fernandez (1981) uncovered difficulties that affirmative action met in the business sector. He writes that there was strong resistance from sectors bent upon maintaining the status quo. Additionally, minorities were adversely affected by the perpetuation of myths concerning their "inferior" qualifications. Fernandez notes that even though Blacks are hired, they are not fully integrated into the formal network. More importantly, they are not privy to the informal network which may deprive them of valuable information that could affect advancement opportunities within the organization. There is reason to believe that similar processes operate in higher education. Moreover, these processes may be exaggerated in higher education because the judgement of merit in higher education

appears to be somewhat subjective and related to the individual's ties to the collegial network.

Seemingly, the importance of the collegial network inhibits the effectiveness of affirmative action. Additionally, custom, precedence and unsystematic evaluation criteria are inhibiting factors. These traditional values and procedures are characteristic of the academic "market" and are difficult to overcome because they are ingrained and unexamined by their adherents (Exum, Menges, Watkins and Berglund, 1984). William Banks (1982) observes that:

> It is difficult to get white administrators and faculty to accept that race still influences the life and career chances of minority scholars. Beguiled by their own myths, they believe that the academy is above the type of discrimination that may occur in the non-academic world. Consequently, when black scholars suggest the salience of race in their professional lives, the contention is denied. To do otherwise would undermine the elaborate fantasy that academic institutions have been constructed around notions of fairness and reason (p. 47).

Exum et. al. (1984) interpret the problems of inequity in higher education as resulting from the nature of academia as an "internal market," where jobs are filled by those already within the system. Affirmative action is resisted because it introduces costly features that are inimical to the customary procedures: e.g., different, expanded search and recruitment activities; additional or alternative appeals and grievance criteria; and learning new or different ways of evaluation and measuring merit.

Assessing the Current Status

Whether one views the equity problems of higher education from a perspective of cultural chauvinism or internal market dynamics, the outcome may not differ for Black faculty. Having overcome the hurdles to access, the Black faculty member may then be faced with a broad range of barriers to success. Various researchers have defined these barriers to include exclusion from influence networks, lack of resources and incentives, difficulty in

publishing works in mainstream publications, heavier service workloads and less recognition for unconventional scholarships.

Given the contemporary nature of the mandate from the judicial system and given the political and social ramifications of a Black presence on traditionally white campuses, the phenomenon merits scholarly analysis. The purpose, then, of this study is to provide an empirical analysis of the hiring, promotion/advancement and retention of Black faculty in traditionally white public institutions of higher education in the Adams states. The overall intent of this study is to provide a framework from which a clear understanding can be derived regarding characteristics of the Black faculty, employment sequence (i.e. how did they hear about the position, selection process, initial rank, present rank, etc.); how these Black faculty perceive their relationships, status, and prospects for success within the institutions; and what are significant correlates of salary, advancement and retention of Black faculty.

CHAPTER 2. METHODS AND PROCEDURES

Research Problem

Exum (1983), using an extensive review of the literature as his basis, posits that continued underrepresentation of minority faculty in higher education is due not only to a limited supply, but exacerbated by a limited demand for such faculty and by characteristics of the institution of higher education itself. These characteristics include a fierce resistance to coercion (as opposed to the customary normative consensus) and a rejection of any interference from the outside. Furthermore, academic institutions are dominated by professionals, who stress the importance of merit, autonomy, and neutrality.

These institutional characteristics identified by Exum (1983) are seemingly threatened by affirmative action efforts that challenge the status quo. This is especially true for court-mandated affirmative action, as in the Adams case. Yet, in reality, the values of meritocracy and neutrality are often compromised in higher education. Caplow and McGee's (1958) study of hiring and promotion practices in academia identified the personal influence in the collegial network and the subjective quality of "prestige" (not productivity) as important factors. Exum writes:

> Most colleges and universities use a merit system of hiring. However, it is not an objective, competitive system, but rather a patronage system of merit. Publication, achievement, and performance are important in such a system, but so are ascriptive traits, personal qualities of style and manner, conforming behavior, and mentors and sponsors (Daniels, 1979; Lewis, 1975; Smelser and Content, 1980). Mobility -in this case, access, promotion, and tenure- is not simply a result of an individual's research and teaching. Rather, in most successful academic careers, there is an important element of sponsored mobility. Minorities, with racial, cultural, and socio-economic backgrounds not common or highly valued in the academic world, find it difficult to succeed in a patronage merit system. Public adherence to the competitive system of merit disguises the real character and imperfections of the merit system, while legitimizing the exclusion of minority faculty.

Many of the studies that have examined the characteristics, experiences, and perceptions of Black faculty in TWIs have been limited in focus. Much of the research has been demographic or has only examined faculty in specific disciplines. A difficulty with some of the studies has been low response rates or small samples. A study by Elmore and Blackburn (1983) dealt with demographic data, as well as important experiences and perceptions that appear to be related to salary, promotion and tenure. Additionally, they compared the Black faculty to a matched sample of white faculty and employed pretested instruments. The authors report that Black academicians were generally satisfied and shared perceptions similar to their white counterparts regarding work effort, scholarly productivity, social climate and reward systems. However, the generalizability of Elmore and Blackburn's findings remains in question because of the uncharacteristically skewed proportion of associate (40%) and full (30%) professors in their sample and the midwest locations of the institutions they sampled. Scott (1981), for example, found that productivity patterns differed for Black assistant, associate and full professors. Contacts with white colleagues were associated with higher productivity for Black full professors and lower productivity for assistant professors. In respect to location, Andrulis, Iscoe, Sikes and Friedman (1975) found a higher percentage of Black faculty and administrators employed in central and midwestern

states than other areas of the country. Contrary to Elmore and Blackburn's (1983) speculation, there may not be "more liberal leanings in the East and Far West" in the arena of higher education. For example, in 1985, the percentage of Black faculty at MIT was 2; at Cornell, 1.6; at the University of Pennsylvania, 1.2; and at Stanford, 1.6 percent (Scott-Jones and Harvey, 1985).

The accumulated research on Black scholars in TWIs points to a multilayered problem that defies simple description and analysis. In view of conflicting claims and much speculation, an assessment of the characteristics, experiences and perceptions of Black faculty at TWIs is now required. The current study is specifically concerned with Black faculty in nine Adams case states: Maryland, Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Tennessee and Kentucky.

One of the significant outcomes of the Adams decision was the imposition of nontraditional methods of recruitment and hiring. These methods may involve costly advertising and paperwork but may be justified if more minorities are hired than under the traditional influence networks that favor white males (Exum et. al., 1984). It has not been clear to what degree nontraditional methods have been used to identify and recruit Black faculty in the Adams states. Thus, the present study examines the recruitment and hiring pathways for those faculty members.

Once Black faculty members are admitted into the academy, their race as well as their actual or perceived "enforced" entry may create special difficulties. Some of these difficulties have been discussed or enumerated. Collegiality is viewed as one of the most significant areas of difficulty for Black faculty. While the Adams mandate may lead to increased access, concomitant equity may be elusive because of the collegial nature of the promotion, tenure and scholarship process in higher education. In examining Black faculty in the Adams states, the present research views the collegiality issue as a critical issue. Thus, factors considered to be components of collegiality are examined in relationship to professional experiences.

Another broad issue of importance in this study concerns the attitudes and perceptions of Black faculty in the Adams states. Very little empirical research has examined the often-discussed notion that Black faculty members at TWIs are dissatisfied with their situation. The current research probes levels of satisfaction, as well as the extent to which Black faculty members at TWIs perceive race to be an advantage to their careers.

Perhaps the overriding research problem in this study is to construct an accurate profile of the current Black professoriate in white institutions in the Adams states. This research has special importance at this time because employment gains that were made in the 1970s appear to be eroding in the 1980s. The objectives of this research are to provide a comprehensive view of Black faculty in TWIs and to probe significant factors that appear to be related to their entry into and progress through the academy.

Research Questions and Hypotheses

There are a multitude of hypotheses and research questions that could be explored in this study, and the findings have dictated the appropriateness of some of these questions. As a starting point, we developed a series of questions and hypothetical statements that are organized in three areas. These areas are derived from the general research question, "What are the characteristics, perceptions, and experiences of Black faculty at TWIs in the Adams states?"

Characteristics

1. What are the characteristics of Black faculty at TWIs?
2. Qualifications of Black faculty are not significantly different from white counterparts.
3. Black faculty are not as productive as white faculty in areas of publications and paper presentations.

Experiences

1. Successful recruitment/hiring of Black faculty is influenced by professional contacts and relationships.
2. Adjusted for experience and qualifications, Black faculty have lower than average salaries.
3. Black faculty have a different workload profile than white faculty.
4. Mentoring relationships with senior college personnel will affect the advancement process of Black faculty.
5. Frequency and quality of contact with the department chair and colleagues affect the advancement process for Black faculty.
6. The Adams case rulings have influenced the pathways by which Black faculty enter the academy.

Perceptions

1. In the areas of salary, promotion, and tenure, a significant portion of Black faculty members perceive they are unfairly treated.
2. In respect to salary and advancement, Black faculty members perceive more inequity than do whites.
3. Black faculty members are generally not satisfied with their work environment.
4. Blacks do not perceive that they are in the professional mainstream at their institutions.
5. As a result of relatively recent entry into the academy, Black faculty members hold a different view about the factor important to career advancement than do white faculty members.

Methods

There was a clear objective in this study to learn as much as reasonably possible about recruitment, employment sequence, experiences, and perceptions of Black faculty in the target institutions. In effect, the more comprehensive the data base on this population, the greater the usefulness of the research for planning future actions. A survey was administered by mail to nearly all full-time regular Black faculty members in the public four-year colleges and universities of the nine states in this study. The design of the survey instrument in this study was influenced by the research of Anderson, Frierson and Lewis (1979), Elmore and Blackburn (1983), and Scott (1981). Anderson et. al. explored Black faculties' reasons for accepting their positions, anticipated length of service, closeness to white colleagues, and sense of team spirit. Elmore and Blackburn dealt with equality in the department, relationship with department chair, productivity, and job satisfaction. They cited studies by Blau (1973), Fulton and Trow (1974) and Blackburn, Behyner and Hall (1978) as sources for framing their questions on workload and scholarly productivity, and cited Kanter's (1977) work as the source for generating hypotheses on performance pressure, isolation from critical informal networks, and the need to overachieve. Scott (1981) views productivity as the critical issue in tenure and promotion and explored varieties of interpersonal contacts with white colleagues and institutional quality as they related to productivity. Other issues addressed by most or all of the above studies include racial climate, reward systems, and demographic variables.

Survey Instrument

The instrument, "Questionnaire for Faculty of Public Higher Education Institutions," consists of 104 items that focus on educational experiences, prior and present; opinions and perceptions of institutional policies and the equity with which

such policies are implemented; and satisfaction with advancement and promotion. The survey requires 15 to 20 minutes to complete. Background data were requested on gender, race, colleges attended, and institutions from which degrees were conferred. Racial attitudes and race relations, recruiting and hiring, and mentoring relationship implications are also measured. Global items in the instrument are age, gender, tenure, rank, citizenship, levels of academic degree, discipline, and years of higher education experience. Global variables range in scale: e.g., 2-point scale for gender; 6-point scale for citizenship. Some of the outcome measures (salary, promotion, rank, class load, etc.) are scaled according to defined breaks or left open-end. Most of the questions are of the 4-point scale type with "1" being the lowest rating and "4" being the highest.

The survey instrument was designed to fit on a single page that folded into a four-sided 8 1/2 x 11 inch brochure. This format presumably enhanced the response rate because of the ease of administration and the apparent brevity of a single sheet. In designing the questionnaire, the decision was made to administer the identical instrument to white faculty who participated in the comparison study. The obvious advantage of the decison was to equalize the response set and enhance the comparability of the two samples. Therefore, items were carefully worded to be applicable to both races and to eliminate potential response biases. Additionally, the entire questionnaire was structured, as much as possible, to convey a focus on career issues rather than racial or affirmative action issues. A copy of the instrument is included in Appendix A.

Sample Selection

In developing the sampling frame, the first major decison was to include only faculty from four-year state colleges and universities. The decision was partly due to the practical imperative to limit the boundaries of the study and partly due to the small numbers of Black faculty members reported to be employed

in two-year institutions. The institutions included in the study were identified from a listing in the 13th edition of American Universities and Colleges (American Council on Education, 1987). Because of the focus of the study, only predominantly white institutions were included. The criterion for identifying an institution as predominantly white was a Black student population of 33 percent or less. Faculty members considered to be in this study's population were full-time regular appointments. Visiting professors, research assistants, teaching assistants, part-time faculty, and administrators were excluded from the sampling frame.

While a variety of methods, alternatives and contingency plans for sample frame construction were developed, the principle method proved to be most effective. This method involved personal contact by letter and/or telephone calls with officials in the state higher education boards or with chief academic officers at individual state institutions. Most of these persons were able to directly or indirectly supply the names and mailing addresses of the Black faculty members in their systems or institutions. In two cases, where names were not supplied directly, a contact person at the institution agreed to distribute the questionnaire to the Black faculty members. To a large degree, the identification of those contact persons--either directly or indirectly--was the result of the professional network of the investigators. Of the ninety-six institutions included in the sampling frame, responses were received from all but one of them.

For the comparison study of white faculty, a single target state was identified. When all responses had been received from the Black faculty sample in the target state, the process of matching a white faculty sample was initiated. Faculty members were matched on the basis of gender, rank, discipline, and institution. For every Black faculty member already in the sample, two matching white faculty members were identified and sent questionnaires. The oversampling was based on approximate response rate of Black faculty, and was expected to yield a comparable number of white faculty submitting completed questionnaires. The order of matching was institution, discipline, rank, and gender. The white faculty list for each

institution was organized by rank within each discipline. A random digits table was used to select eligible matches within rank.

Procedure

The number of Black faculty members reported by the institutions in this study totalled 1,268. After screening for administrators and other non-regular or part-time faculty members, 1,232 questionnaires were mailed. A second purging of the Black faculty list occurred as questionnaires were returned by individuals indicating they were not faculty, or envelopes were returned as undeliverable. Other names were deleted from the lists provided by the states when it was discovered that they were actually staff members. The resulting total of eligible Black faculty members in our sample was 948, which represents nearly the entire population of regular full-time Black faculty members in the public four-year institutions and universities in the nine states. A total of 523 completed questionnaires were returned from faculty members in the Black sample, representing a response rate of 55.2 percent. Of these 523 respondents, 474 actually identified their ethnic background as "Black." The analyses in this report are based on the responses of this group of 474 respondents.

The number of white faculty who were mailed a questionnaire totalled 212. A total of 120 completed questionnaires were returned, but 21 of these were deleted because they were actually administrators or staff with academic rank. Hence, the resulting sample was 191, with a return rate of 51.8 percent, representing 99 completed questionnaires.

Questionnaires were mailed in a large envelope containing a cover letter and an addressed, stamped return envelope. Upon receipt of the completed questionnaires, two researchers coded data and entered it into computer files. Coding reliability was obtained between the two researchers. Approximately two weeks after the last series of questionnaires had been mailed, a

reminder postcard was mailed to all faculty who had not returned their survey forms.

On-site interviews were conducted at the flagship institutions in four states. These interviews involved small group discussions and individual administration of open-ended questions to Black faculty and administrators. Preliminary data from each state were used to guide the focus of the interviews. The on-site research process was designed to provide a meaningful context for interpreting the survey results and to identify important issues that may not have been addressed in the questionnaire. Additionally, these interviews were seen as a method for collecting more candid responses than might be provided through an impersonal survey instrument. A copy of the interview questions is in Appendix B.

CHAPTER 3. FINDINGS

As discussed in Chapter 2, nine states were involved in this study. In these nine states, ninety-six colleges and universities were identified as traditionally white institutions. There were approximately 1,268 Black teaching faculty reported to be in these states. However, upon contacting these reported Black teaching faculty via the questionnaire, approximately 320 were determined to be visiting professors, teaching assistants, librarians with faculty rank, administrators with faculty rank or part-time faculty. The approximate total of teaching faculty in the institutions is 52,095, which means that the reported Black teaching faculty represents about 2.4 percent of the total (Table 1). When those who were reported but who were not actually regular teaching faculty were deleted, the number of Blacks was 1.8 percent. Their characteristics are described in the following section.

Characteristics

Distribution of Faculty Among States and Within Departments

The ninety-six institutions in this study ranged in type from small colleges to large universities. For the purpose of this

Table 1

Reported Black Teaching Faculty In Targeted Adams States
(Senior Colleges and Universities*)

State	Number of Teaching Faculty**	Reported Black Teaching Faculty	Blacks As a %
Alabama	6,176	88	1.4
Florida	6,252	226	3.6
Georgia	6,080	195	3.2
Kentucky	4,562	93	2.0
Maryland	3,203	70	2.2
North Carolina	6,710	186	2.8
South Carolina	4,834	97	2.0
Tennessee	5,453	156	2.9
Virginia	8,825	157	1.8
TOTALS	52,095	1,268	***2.4

* Source: Chief Academic Officers and System Officers. Correspondences were sent directly to CAO of each state institution, requesting the names and numbers of Black teaching faculty. Two of the state System offices were contacted for the same information.

** Source: American Universities and Colleges 13 ed., American Council on Education, New York: Walter de Gruyter, 1987.

*** This figure drops to about 1.8 percent when administrators and librarians with faculty rank are screened out.

study, small senior colleges were characterized as having a student body of 6,000 or less and large senior colleges as having more than 6,000. Small universities were characterized as having a student body of 15,000 or less and large universities as having more than 15,000. Other than these qualifiers, normal definitions of colleges and universities were used. Table 2 summarizes institution types in the states in this study.

Respondents in this study were asked to give the total initial number of faculty in their departments and the present number. This information is displayed in Table 3. Most respondents are in small and medium-sized departments.

The respondents were also asked to give the total number of faculty in their department who were of the same race. Forty-three percent of the respondents indicated that they were the only Black faculty person in their respective departments when they were initially hired. Currently, 30.7 percent report that they are the only Black faculty person in their department. There were increases in the percentages of respondents indicating that one to four Black faculty members other than themselves were in their departments (Table 4).

In order to determine the extent to which departments actually increased or decreased the number of Black faculty, a crosstabulation of initial number of Black faculty within departments by present number of Black faculty within departments was made. This process revealed few overall gains, even though some movement is evident. Of the respondents who reported that they were the only Black faculty member in their departments when they were initially hired, 38.7 percent remain the only one. Of the respondents who reported one other Black faculty in the department, 65.5 percent still report the same situation. Tables 5 through 8 present data on changes in initial and present numbers of Black faculty in the same department.

Table 2

Institution Type by States
Public TWIs (Senior College and University)

	Alabama	Florida	Georgia	Kentucky	Maryland	North Carolina	South Carolina	Tennessee	Virginia
1 Small Senior College	1	0	8	0	3	0	5	0	5
2. Large Senior College	0	0	4	0	0	0	0	0	1
3. Small University	10	3	1	5	3	7	6	7	4
4. Large University	2	5	3	2	1	3	1	2	4

1. < 6,000 students
2. > 6,000 students
3. < 15,000 students
4. > 15,000 students

Table 3

Number of Faculty in Department

Total in Department	# of Respondents Reporting Total at Initial Hire	Percent	# of Respondents Reporting Total at Present	Percent
0 - 5	92	20.3	68	14.8
6 - 10	109	24.1	111	24.2
11 - 15	69	15.2	72	15.7
16 - 20	61	17.5	64	13.9
21 - 25	43	9.5	43	9.3
26 - 30	24	5.3	29	6.3
Over 31	47	10.4	62	13.5

Table 4

Number of Black Faculty In Same Department

Number of Blacks Reported In Department	At Initial Hire		Currently	
	Number	Percent	Number	Percent
Respondent the only one	199	43.5	98	20.7
1 other than respondent	149	32.6	208	44.9
2 other than respondent	55	12.0	93	15.7
3 other than respondent	51	4.6	47	10.2
4 other than respondent	7	1.5	10	2.2
5 other than respondent	11	2.4	12	2.0
6 other than respondent	3	.7	2	.4
7 other than respondent	2	.4	2	.4

Table 5

Increase/Decrease of Black Faculty Within Same Department
Where Respondent the Only Black

# of Black Faculty in Department	n = 195	Percent
Respondent still the only one	77	38.7
1 other than respondent	86	43.5
2 other than respondent	24	12.1
3 other than respondent	7	3.5
4 other than respondent	1	.5

Table 6

Increase/Decrease of Black Faculty Within Same Department
With One Black Other than Respondent

# of Black Faculty in Department	n = 144	Percent
Now the only one	11	7.4
1 other than respondent	97	65.5
2 other than respondent	22	14.9
3 other than respondent	13	8.8
4 other than respondent	1	.1

Table 7

Increase/Decrease of Black Faculty Within Same Department
With Two Blacks Other than Respondent

# of Black Faculty in Department	n = 49	Percent
Now the only one	4	7.4
1 other than respondent	11	2.4
2 other than respondent	21	38.9
3 other than respondent	12	22.2
4 other than respondent	1	1.9

Table 8

Increase/Decrease of Black Faculty Within Same Department
With Three Blacks Other than Respondent

# of Black Faculty in Department	n = 20	Percent
Now the only one	0	0
1 other than respondent	5	23.8
2 other than respondent	3	14.3
3 other than respondent	9	42.9
4 other than respondent	3	14.3

Gender

Overall, the respondents were fairly evenly distributed when stratified according to gender, with a slight edge in favor of Black males (52 percent male, 48 percent female). As previously stated, Black females in recent years have been hired in greater numbers than Black males. For the most part, Black females are hired in traditional "female" disciplines. In this study, the largest proportion of females are represented in the lower ranks. While all Blacks are underrepresented in the associate and full professor ranks, the percentage of Black females at the two higher ranks is even smaller (Table 9). The data indicate that Black females are also in lower salary categories.

Educational Background

The respondents were educated at many different colleges and universities both inside and outside of the United States. The data show that a majority of the respondents received their bachelor's and master's degrees from southern colleges and universities. The professional and doctoral degrees of the respondents were largely received from northern and midwestern colleges and universities; however, six southern universities had sizable representation, comparatively speaking. Of the respective degree holders, 54 percent received their bachelors degree from traditionally Black institutions (TBIs), 14 percent received their master's degrees, 5.4 percent received their professional degrees, and 4.9 percent received their doctorate degrees from TBIs.

Of the 54 percent receiving the bachelor's degree from a TBI, 60 percent of these graduates received their degrees from one of eighteen institutions. Fifteen of the eighteen institutions are located in the South (Table 10).

Further analysis of educational background indicates that 16.2 percent of the respondents hold professional degrees and 64 percent hold doctorates. Fourteen colleges and universities produced 34 percent of the Black Ph.D.'s in the study (Table 11).

Table 9

Gender Representation in Lower and Upper Faculty Ranks

Rank	Females		Males	
	Number	Percent	Number	Percent
Instructors & Assistant Professors (Lower)	179	49.5	182	50.4
Associate and Full Professors (Upper)	23	35.4	42	64.6

Table 10

Selected TBIs Granting Bachelor Degrees to Black Respondents

Name of College	Number of Degrees Granted to Respondents
Florida A&M University	29
Howard University	14
North Carolina Central University	14
Tuskegee College	13
A&T University	10
Fisk University	9
Alabama State	9
Bennett College	7
Hampton University	7
Fort Valley State College	7
South Carolina State College	7
Morehouse College	6
Stillman College	6
Talladega College	6
Tennessee State University	6
Spelman College	5
Virginia State College	5
Winston Salem State University	5

Table 11

Selected Colleges/Universities Granting the Doctoral Degree to Respondent Population

Name of Institution	Number of Ph.D.'s Granted to Respondents
University of Georgia	11
Florida State University	11
Indiana State University	11
University of Florida	10
Ohio State University	9
University of North Carolina at Chapel Hill	8
University of Michigan	7
North Carolina State University	7
Howard University	7
University of Alabama	5
University of Pittsburgh	5
Michigan State	5
Atlanta University	4
Columbia University	4

In examining educational background, specifically majors and minors at the undergraduate level and doctoral level, a consistent trend emerges. The trend suggests that at each degree level, respondents are clustered in education, the social sciences and English. The undergraduate major, to a small extent, and the doctoral major, to a larger extent, determine the discipline in which one can teach (Tables 12 and 13). This issue is addressed in a later section.

The respondents have not, for the most part, received advanced degrees in the foreign languages, computer sciences, the sciences (e.g., physics and chemistry) and engineering. These data reflect the national trend and have significant implications as they relate to the laws of supply and demand (Table 14). Many studies suggest that the demand, growth areas and higher salaries will be in the areas of engineering, the natural sciences and business. (Fitzpatrick, 1987; Shingleton and Scheetz, 1987).

Table 12

Degrees of Respondents
by Selected Undergraduate Majors and Minors

Field of Study	Major		Minor	
	Number	Percent	Number	Percent
Education	48	10.1	42	8.7
English	45	9.4	19	4.0
Biology	34	7.2	9	1.9
Nursing	33	7.0	3	.3
Math	27	5.6	8	1.7
Psychology	27	5.6	27	5.6
Sociology	25	5.3	13	2.7
History	21	4.4	19	4.0
Music	14	4.0	6	1.6
Social Science	18	3.8	17	3.6
Physical Educ	18	3.8	2	.4
Business	15	3.2	13	2.7
Agriculture	14	3.0	3	.6
Political Sci.	14	3.0	10	2.1
Chemistry	9	1.9	19	4.0
Engineering	8	1.7	0	0
Zoology	7	1.5	0	0
Foreign Language	7	1.5	16	3.4
Social Work	5	1.1	3	.6
Architecture	4	.8	0	0
Law	1	.2	0	0
Physics	0	0	0	0
Computer Science	0	0	0	0

Table 13

Selected Majors of Respondents - Doctoral Degree

Major	Number	Percent
Education	93	20.1
Nursing	24	5.1
Psychology	24	5.1
English	19	4.0
Social Work	18	3.8
Business	16	3.4
Music	13	2.7
Law	12	2.5
History	12	2.5
Biology	12	2.5
Math	11	2.3
Social Science	9	1.9
Sociology	8	1.7
Political Science	8	1.7
Agriculture	7	1.5
Engineering	6	1.3
Chemistry	4	.8
Architecture	3	.6
Physical Education	2	.4
Zoology	1	.2
Foreign Language	1	.2
Physics	0	0
Computer Science	0	0

Table 14

Doctorates Earned by Blacks and Whites in 1986*

Fields	All Ethnic Groups	White	Black	Black As a % Total
Engineering	1,379	1,224	14	1.0
Physical Sciences	3,003	2,714	25	.8
Life Sciences	4,342	3,958	64	1.5
Social Sciences	4,548	4,080	163	3.6
Humanities	2,728	2,496	70	2.7
Professional & Other	1,289	1,246	63	4.5
Education	5,595	4,820	421	7.5

* Source: Summary Report 1986: Doctorate Recipients from United States Universities. National Academy Press, Washington, D.C. 1987.

Teaching Disciplines

The results reveal that 98 percent of the respondents were teaching in the area in which they obtained their last degree. Although Black faculty are represented in a wide range of disciplines, they are largely clustered in education (18 percent); nursing (6.6 percent); English (5.3 percent); business (4.9 percent); and social work (4.7 percent). The next significant grouping, includes developmental studies (2.5 percent); history (2.5 percent); music (2.8 percent); and biology (2 percent). A third tier includes teaching fields in which Black faculty presence is virtually non-existent. These areas include computer science (.8 percent); chemistry (.4 percent); physics (.6 percent); dentistry (.8 percent); foreign language (.8 percent); geography (.2 percent); engineering (1 percent); and law (1 percent). Table 15 presents a comparison of the percentage of initial teaching fields and present teaching fields. The relative ranking of disciplines with large numbers of Blacks did not change even though the percentage of Blacks per discipline increased slightly.

The data concerning degrees received by the respondents suggest that Blacks are not getting degrees in the hard sciences, engineering, and languages in any large numbers. It follows that a Black faculty presence in the teaching fields these degrees represent will also be minimal.

The data concerning length of service indicate that in recent years Black women were being hired in greater numbers than Black men. Further analysis of disciplines controlled for gender suggests that Black females make up a greater percentage of the teaching force in the traditional "female" fields when compared to Black males in a given discipline. The teaching areas in which many Blacks find themselves have certain consequences for professional mobility. Teaching discipline often determines marketability, which has an effect on the negotiation of salary and rank.

Table 15

Blacks in Selected Teaching Fields

	Initial Teaching Field				Present Teaching Field			
Subject Area	n	% of Total	Female n	Male n	n	% of Total	Female n	Male n
Nursing	30	6.3	29	1	31	6.6	30	1
Social Work	22	4.6	17	5	22	4.7	17	5
Developmental Studies	10	2.1	6	4	12	2.5	9	3
English	20	4.2	14	6	25	5.3	18	7
Sociology	7	1.5	5	2	7	1.5	5	2
Education	51	10.8	21	30	84	18	38	46
Mathematics	5	1.1	0	5	5	1	0	1
Computer Science	2	.4	1	1	4	.8	1	3
Engineering	3	.6			5	1	1	4
Biology	2	.4	0	2	10	2	2	8
Law	5	1.1	1	4	5	1	1	4
Business	15	3.2	5	10	17	4.9	5	12
Medicine	14	2.9	5	9	18	4	8	10
Political Science	8	1.7	0	8	9	1.9	1	8
Physics	1	.2	0	1	3	.6	1	2
Chemistry	2	.4	1	1	2	.4	1	1
Dentistry	4	.8	2	2	4	.8	1	3
Foreign Language	4	.8	1	3	4	.8	1	3
Geography	1	.2	0	1	1	.2	0	1
History	10	2.1	6	4	12	2.5	6	6
Music	13	2.7	2	11	13	2.8	2	11
Psychology	19	4.0	7	12	19	4.0	8	11

Teaching Assignments

The respondents were asked to identify their initial teaching assignments and their present teaching assignments with the following levels as choices: undergraduate only, graduate only, both undergraduate and graduate, and "other." The data show that the majority of the respondents were initially assigned to the undergraduate level. The information concerning present assignment reveals that even though a greater percentage of the respondents are teaching at the undergraduate level, a noticeable decrease has occurred at this level when compared to initial teaching assignments.

There is a corresponding increase in the number of respondents whose present teaching assignments are in both the undergraduate and graduate levels.

Length of Service

Black faculty are relative newcomers to the predominantly white campuses (Table 16). Even though it has been over 20 years since the passage of the Civil Rights Act of 1964 and 15 years since the Adams vs. Richardson case, the data reveal that the greatest percentage of Blacks have less than five years of service at their present institution of employment (49.3 percent).

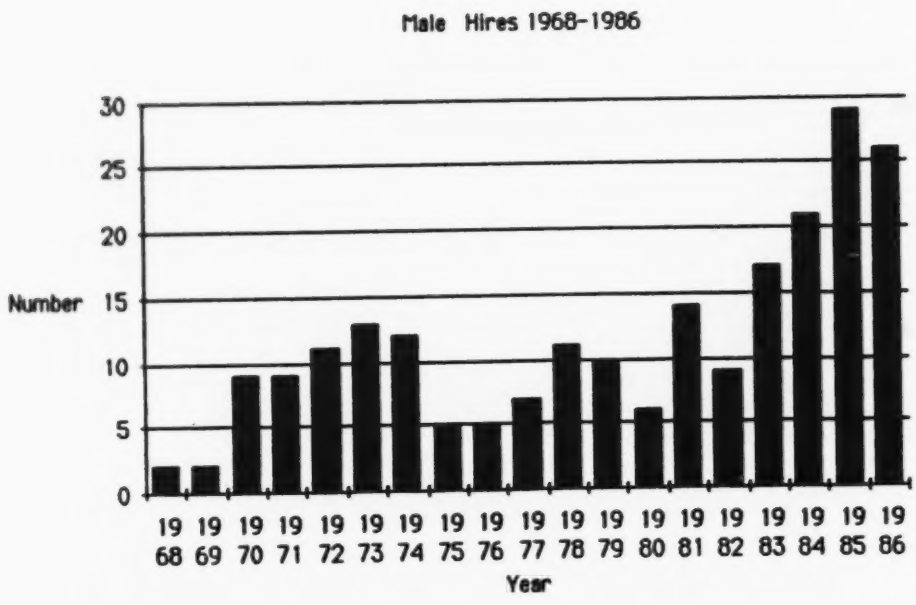
The data also show that 14.9 percent of the respondents had five to ten years of service, 18.5 had ten to fifteen years of service and 17.4 had fifteen or more years of service. There are several historical observations that can be made relative to these findings. These observations center around the fact that if one related the 1964 Civil Rights Act, the initial Adams litigation and the 1983 Addendum to Adams State Plans for Further Desegregation to the categories of length of service at present institution, one could see a pronounced trend of increased hiring activity immediately after each of these events occurred.

Table 16

Black Faculty Length of Service by Gender
at Present Institution

Length of Service	Total Respondents	Female As a %	Male As a %
Up to 5 Years	49.3	51	49
5 to 10 Years	14.9	47	53
10 to 15 Years	18.5	47.1	51.7
15 or More Years	17.4	40	60

Figure 1


Male Hires 1968-1986
30
25
20
15
10
5
0
Number
19 68
19 69
19 70
19 71
19 72
19 73
19 74
19 75
19 76
19 77
19 78
19 79
19 80
19 81
19 82
19 83
19 84
19 85
19 86
Year

From the data in the Equal Employment Opportunity Commission (EEO) reports, it is apparent that there were more Black faculty hired at TWIs after the passage of the 1964 Civil Rights Act than before its passage. Additionally, looking at the data compiled in Table 16 in the category of "10 to 15 years" (roughly the period of the first Adams litigation) there is a slight increase in faculty members over the category of "15 or More Years," which would be the period accompanying the passage of the Civil Rights Act of 1964. There is a noticeable decline in the number of Blacks in the "5 to 10 Year" category; yet, there is a significant increase in the number of Blacks in the "Up to 5 Years" category. This "Up to 5 Years" category is the same period in which the courts renewed the push to get TWIs to hire more Black faculty. In 1983, TWIs in the Adams states were required to re-examine their "Plans" with the intent to develop new strategies to increase minority presence.

Data on the initial date of hire provide a clearer illustration of the previously mentioned trend. Only 2 percent of the respondents in this study were hired prior to 1964. However, between 1972 to 1977, 25.5 percent of the population was hired. Even more revealing is the fact that between 1983 and 1986, 42.2 percent of the population was hired. Figures 1, 2 and 3 provide a year by year analysis from 1968 to 1986. It is clear that more hiring took place between 1973 and 1976 and between 1984 and 1986 than in any other periods. This increase in hiring coincides with the proactive stance the courts took during these years requiring institutions to hire more Blacks in faculty and administrative ranks.

Further analysis of Table 16 indicates a fairly even distribution of Black males and Black females in the category of "Up to 5 Years" of service. There is a noticeable difference in the category of "15 or More Years" of service, and a slight difference in the "5 to 10 Years" and "10 to 15 Years" categories. These data suggest that while the total number of Blacks teaching in TWIs in the Adams states is still low, in the last five years Black females are being hired at a greater rate than they were in previous years (Figure 2).

Figure 2

Female Hires 1968-1986

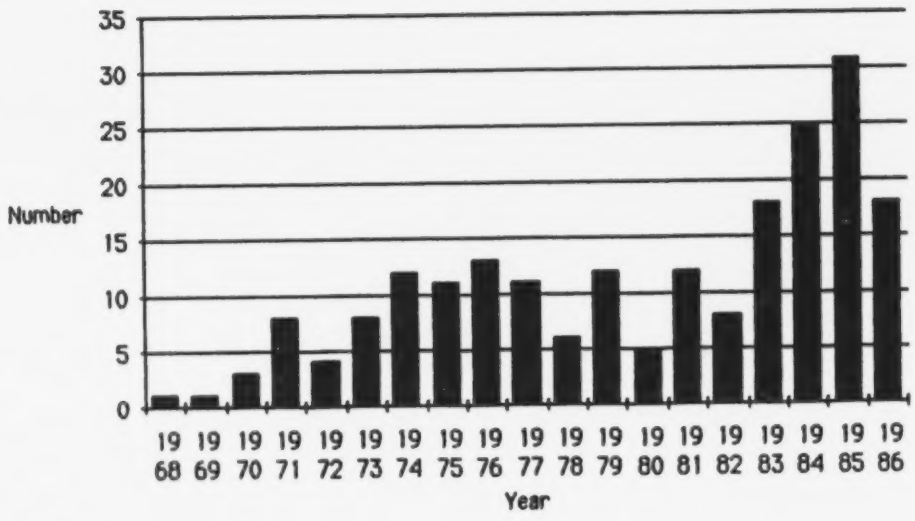
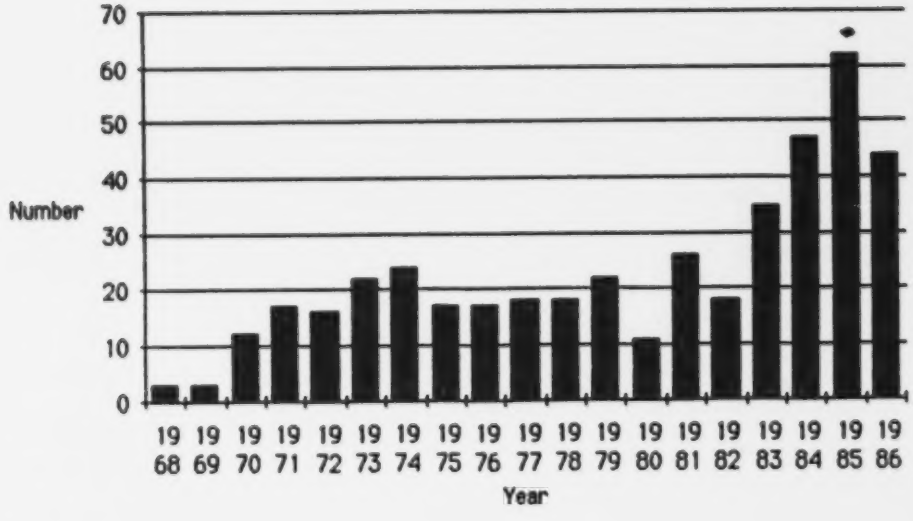


Figure 3

Male & Female Hires 1968-1986



Another finding relates to the length of service the respondents previously had at TBIs. Seventy-one (71) percent of the respondents had no experience at TBIs. Only 5.8 and 3.2 percent had one and two years of experience, respectively, at TBIs (see Table 18). A crosstabulation of the respondents who had prior experiences at TBIs by years of experience at TWIs further supported the fact that the majority of the Black faculty in Adams states' TWIs do not have teaching experience at TBIs.

As a result of the findings in Table 17 and Table 18, it can be surmised that TBIs are not being "raided" of their faculty to any great degree to remedy the shortage of Black faculty at TWIs. Further, the TWIs are recruiting Blacks with little or no prior experience, probably upon completion of graduate and professional schools. This practice may have an effect upon initial rank.

Tenure Status

Tenure has long been recognized as a source of security for teaching faculty. Pruitt (1982) recognized the significance of promotion and tenure, terming them a more collegial process than recruitment and subject to political and economic forces. The data suggest that for the most part Blacks are not being tenured. Even when controlled for length of service at the present institution of employment, the findings are the same (see Tables 19-22). This finding suggests that retention should be an issue of concern to the Adams states institutions. The limited number of Blacks being tenured, in the final analysis, translates into a maintenance of the status quo. Looking at tables 19 through 22, one can surmise that the greatest percentage of Black faculty in each of the length of service categories have not been tenured. In the "Up to 5 Years" category, 89.6 percent of the Black faculty have not been tenured; in the "5 to 10 Years" category, 75.9 percent have not been tenured; in the "10 to 15 Years," 49 percent have not been tenured; and in the "15 or More Years" category, 49.1 percent have not been tenured. If there is a direct correlation between tenure and job security, most of the Black

Table 17

Years of Service at TWIs

Number of Years	n = 468	Present Total Respondents	Female As a %	Male As a %
0	54	11.5	46.3	53.7
1	34	7.3	47.1	52.9
2	38	8.1	55.3	44.7
3	31	6.6	54.8	45.2
4	28	6.0	42.9	57.1
5	25	5.3	56.0	44.0
6	25	5.3	44.0	56.0
7	15	3.2	53.3	46.7
8	26	5.6	42.9	57.1
9	15	3.2	42.3	57.7
10	27	5.8	51.9	48.1
11	12	2.6	50.0	50.0
12	18	3.8	61.1	38.9
13	24	5.1	41.7	58.3
14	23	4.9	56.5	43.5
15	19	4.1	52.6	47.4
16	14	3.0	57.1	42.9
17	14	3.0	7.1	92.9
18	10	2.1	50.0	50.0
19	2	.4	50.0	50.0
20	6	1.3	16.7	83.3
Over 20	7	1.5	13.0	87.8

Table 18

Years of Service at TBIs

Number of Years	n = 462	% Total Respondents	Female As a %	Male As a %
0	330	71.4	46.7	53.3
1	27	5.8	48.1	51.9
2	15	3.2	66.7	33.3
3	11	2.4	36.4	63.6
4	9	1.9	77.8	22.2
5	10	2.2	40.0	60.0
6	7	1.5	57.1	42.9
7	6	1.3	16.7	83.3
8	9	1.9	44.4	55.6
9	5	1.1	60.0	40.0
10	10	2.2	40.0	60.0
11	3	.6	33.3	66.7
12	2	.4	0	100.0
13	4	.9	75.0	25.0
14	2	.4	50.0	50.0
15	0	0	0	0
16	0	0	0	0
17	3	.6	100.0	0
18	1	.2	100.0	0
19	1	.2	0	100.0
20	0	0	0	0
Over 20	7	1.5	86.6	13.3

Table 19

Tenure by Gender Controlled for Length of Service
Up to 5 Years

Years Tenured	n = 191	Total %	Female As a %	Male As a %
0	173	89.6	50.9	49.1
1	5	2.6	20.0	80.0
2	4	2.1	50.0	50.0
3	3	1.6	33.3	66.7
4	1	.5	0	100.0
5	0	n/a	0	0
6	1	2.1	25.0	75.0
7	2	.5	0	100.0
8	0	n/a	0	0
9	2	1.0	50.0	50.0

Table 20

Tenure by Gender Controlled for Length of Service
5 to 10 Years

Years Tenured	n = 74	Total %	Female As a %	Male As a %
0	56	75.9	50.0	50.0
1	3	4.1	33.3	66.7
2	3	4.1	33.3	66.7
3	6	8.1	50.0	50.0
4	1	1.4	0	2.6
5	1	1.4	100.0	0
6	1	1.4	0	100.0
7	2	2.7	0	100.0
8	0	n/a	0	0
9	1	1.4	100.0	0

Table 21

Tenure by Gender Controlled for Length of Service
10 to 15 Years

Years Tenured	n = 104	Total %	Female As a %	Male As a %
0	51	49.0	56.9	43.1
1	4	3.8	75.0	25.0
2	1	1.0	0	100.0
3	6	5.8	33.3	66.7
4	5	4.8	40.0	60.0
5	7	6.7	85.7	14.3
6	5	4.8	60.0	40.0
7	7	6.7	42.9	57.1
8	7	6.7	42.9	57.1
9	11	10.6	54.5	45.5

Table 22

Tenure by Gender Controlled for Length of Service
15 Years or More

Years Tenured	n = 57	Total %	Female As a %	Male As a %
0	28	49.1	39.3	60.7
1	1	1.8	0	100.0
2	0	n/a	0	0
3	0	n/a	0	0
4	0	n/a	0	0
5	3	5.3	66.7	33.3
6	1	1.8	100.0	0
7	1	1.8	0	100.0
8	3	5.3	66.7	33.3
9	20	35.1	20.0	80.0

faculty in the Adams states possess little or no job security.

The offer of a tenure track position is frequently an inducement to join a given institution. The inducement is that within a few years tenure may be awarded, thereby providing a sense of job security. The "carrot" of a tenure track position was offered to a great percentage of the respondents in this study; yet, most have not been tenured. In fact, 84 percent of the respondents were offered tenure track positions at the initial date of hire. Of that 84 percent offered tenure track positions, 73.8 percent have not yet been awarded tenure.

Of the respondents participating in this study who were offered a tenure track position since their initial hire date, 70.2 percent have not been tenured. These data suggest that whether Blacks are brought in on a tenure track or were switched to a tenure track after being hired, the results are similar (Table 23).

Another "carrot" used to entice faculty to join a given institution is the awarding of probationary credit toward tenure. When probationary credit was indeed offered to respondents in this study, the majority indicated they were only offered one year of probationary credit. Of the respondents offered tenure track positions at the initial date of hire, 69.8 percent were offered one year of probationary credit toward tenure, but 98 percent of this group have not yet received tenure. The respondents offered two years probationary credit made up 15.4 percent of the total offered a tenure track position at the initial hi e date and 19 percent of this group have not been tenured. The respondents offered three years probationary credit toward tenure made up 11.1 percent of the total respondents offered a tenured track position at initial date of hire and 21 percent of this group have not been tenured. The respondents offered four years probationary credit toward tenure made up 3.7 percent of the total respondents offered a tenure track position at the initial hire date and each of these respondents have been tenured for at least two years. The same pattern exists when one looks at those respondents offered tenure track position since the initial date of hire.

Table 23

Tenure Status at Initial Hire by Years Tenured

Offered Tenure Track at Initial Hire		Offered Tenure Track Since Initial Hire	
Years Tenured	% of the Respondents	Years Tenured	% of the Respondents
0	73.8	0	70.2
1	1.7	1	5.3
2	1.3	2	3.5
3	3.0	3	3.5
4	2.3	4	0
5	1.7	5	7.0
6	3.0	6	1.8
7	2.3	7	3.5
8	2.7	8	0
9	8.1	9	5.3

Of the respondents offered a tenure track position since the initial date of hire, 71.9 percent were offered one year probationary credit toward tenure, but 95.1 percent have not been tenured. Of those respondents offered a tenure track since hire, 17.5 percent were offered two years probationary credit toward tenure and 10 percent of this group have not been tenured. Of those offered a tenure track position since hire and receiving three or four years probationary credit toward tenure, each has been tenured for at least one year. Thus, two or more years of probationary credit toward tenure dramatically enhances the prospects for gaining tenure status.

Rank and Salary

In academia, professional rank not only determines salary range, but it also has an effect on clout within the institution. The scrutiny one must endure to advance up the professorial ranks, for the most part, is just as rigorous as the initial hiring process. The data suggest that the greatest percentage of Blacks are in the lower ranks, whether initial rank or present rank is isolated. Specifically, the highest percentage of Blacks are represented in the the rank of assistant professor (Table 24).

A crosstabulation of initial rank by present rank can illustrate to what extent the respondents have been promoted from their initial rank. As a result of doing this, we see that of the respondents initially hired at the rank of instructor, 39.7 are still instructors, 39.7 are assistant professor, 15.9 are associate professors and 2.6 are professors. Of the respondents initially hired at the rank of assistant professor, 64.3 are still assistant professors, 23.2 are associate professors and 9.7 are professors. Of the respondents initially hired as associate professors, 68.9 are still associate professors and 20.0 are professors. Table 25 is a summary of Black faculty of the same rank in the same department.

Table 24

Initial Rank and Present Rank by Gender

	Initial Rank				Present Rank			
Rank	Number	Percent	Female As a %	Male As a %	Number	Percent	Female As a %	Male As a %
Instructor	151	32.8	60.9	39.1	69	14.8	58.0	42.0
Assistant Professor	208	45.1	41.8	58.2	209	44.7	54.1	45.9
Associate Professor	45	9.8	40.0	60.0	109	23.4	37.6	62.4
Professor	21	4.6	38.6	71.4	57	12.3	29.8	70.2
Other	36	7.8	58.3	41.7	23	4.9	65.2	34.8

Table 25

Black Faculty In Same Rank Within Same Department

Rank	Number of Blacks at Same Rank	n	Percentage
Instructor	Respondent the only one	20	28.6
	1 other	28	40.0
	2 others	8	11.4
	3 others	8	11.4
	4 others	1	1.5
Assistant Professor	Respondent the only one	38	18.5
	1 other	102	49.8
	2 others	35	17.1
	3 others	19	9.3
	4 others	3	1.5
Associate Professor	Respondent the only one	18	22.0
	1 other	49	48.6
	2 others	16	14.8
	3 others	11	10.2
	4 others	4	3.7
Professor	Respondent the only one	15	26.3
	1 other	20	35.1
	2 others	12	21.1
	3 others	5	8.8
	4 others	2	3.5

Fifteen salary levels were provided on the survey questionnaire. Respondents indicated a level that was converted to a digit from 1 to 15. Analyses of salary variations thus used the converted digits. In reporting these analyses, the digits are sometimes re-converted to a salary dollar figure.

The data on faculty salaries reveal that the initial mean salary level for the entire group was $20,250 and the present mean salary level for the entire group is $39,550. Table 26 compares respondents on initial and present salary levels. Over 50 percent of the respondents indicated that their initial salary was less than $20,000. Presently, 6.5 percent of the respondents have a salary of less than $20,000. Only 6 percent of the respondents had initial salaries over $40,000. Presently over 21 percent of the respondents have salaries over $40,000.

A crosstabulation of initial salary level by present salary level illustrates the extent to which respondents in the various salary levels moved from one level to another. Table 27 shows that about 50 percent of the respondents in the last seven categories respectively are still at the same salary level. However, there seems to be more movement in the lower salary categories.

Another means of analyzing movement of salary is stratifying initial salary level and present salary level by present rank. The initial mean salary level for the various ranks was as follows: instructor $15,550, assistant professor $21,650, associate professor $22,500 and professor $36,450. The present mean salary level for the various ranks is as follows: instructor $21,350, assistant professor $27,800, associate professor $33,950 and professor $46,650. Tables 28 and 29 illustrate the initial salary level and present salary level by present rank.

With the exception of the initial mean salary for male instructors, the mean salary for women was less than that of men in every rank, whether looking at initial rank or present rank. The initial mean salary for female instructors was $16,100 and for male instructors was $15,000. The initial mean salary for female assistant professors was $21,000 and for male assistant professors, $22,200. The initial mean salary for female associate professors

Table 26

Initial Salary and Present Salary by Gender

	Initial			Present		
Salary	Percent Total	Female As a %	Male As a %	Percent Total	Female As a %	Male As a %
Less than 15,000	24.7	52.7	47.3	1.7	50.0	50.0
15,000 < 20,000	25.4	50.8	49.2	4.8	54.5	45.5
20,000 < 25,000	20.5	53.8	46.2	17.0	65.4	34.6
25,000 < 30,000	11.0	36.0	64.0	25.7	52.5	47.5
30,000 < 35,000	6.6	53.3	46.7	19.2	46.6	53.4
35,000 < 40,000	4.0	33.3	66.7	9.8	44.4	55.6
40,000 < 45,000	1.5	14.3	85.7	5.7	50.0	50.0
45,000 < 50,000	1.8	25.0	75.0	5.4	32.0	68.0
50,000 < 55,000	1.3	66.7	33.3	3.5	31.3	68.7
55,000 < 60,000	.4	50.0	50.0	2.4	18.2	81.8
60,000 < 65,000	.4	0	100.0	2.0	11.1	88.9
65,000 < 70,000	.4	0	100.0	1.3	16.7	83.3
75,000 < 90,000	.2	100.0	0	1.0	25.0	75.0

Table 27

Initial Salary Controlled for Present Salary

PRESENT SALARY		15	20	25	30	35	40	45	50	55	60	65	70	75	80
		Less than	<	<	<	<	<	<	<	<	<	<	<	<	<	<
		15,000	20	25	30	35	40	45	50	55	60	65	70	75	80	100
INITIAL SALARY																
Less than 15,000	6.4	4.5	17.3	31.8	25.5	5.5	.9	3.6	1.8	.9	.9	.9	0	0	0
15,000 < 20,000	1.7	13.4	26.1	16.0	17.6	9.2	6.7	2.5	2.5	2.5	.8	.8	0	0	0
20,000 < 25,000	.1	0	29.0	36.6	10.8	7.5	6.5	3.2	3.2	0	2.2	0	0	0	0
25,000 < 30,000	0	0	2.0	48.0	24.0	8.0	6.0	4.0	0	4.0	2.0	0	0	0	0
30,000 < 35,000	0	0	0	3.4	41.4	27.6	10.3	6.9	6.9	0	0	0	0	3.4	0
35,000 < 40,000	0	0	0	0	5.9	41.2	11.8	29.4	5.9	5.9	0	0	0	0	0
40,000 < 45,000	0	0	0	0	0	0	28.6	28.6	14.3	14.3	0	14.3	0	0	0
45,000 < 50,000	0	0	0	0	0	0	0	50.0	0	12.5	25.0	12.5	0	0	0
50,000 < 55,000	0	0	0	0	0	0	0	0	50.0	16.7	16.7	16.7	0	0	0
55,000 < 60,000	0	0	0	0	0	0	0	0	0	50.0	0	0	0	0	0
60,000 < 65,000	0	0	0	0	0	0	0	0	0	0	50.0	0	50.0	0	0
65,000 < 70,000	0	0	0	0	0	0	0	0	0	0	0	50.0	0	0	50.0
70,000 < 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
75,000 < 90,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 28

Initial Salary by Present Rank

	Instructor		Asst. Professor		Assoc. Professor		Professor	
	n(74)	%	n(200)	%	n(104)	%	n(55)	%
Less than 15,000	18	25.7	43	21.5	31	29.8	13	23.6
15,000 < 20,000	34	48.6	31	15.5	33	31.7	15	27.3
20,000 < 25,000	12	17.1	54	27.0	17	16.3	6	10.9
25,000 < 30,000	1	1.4	34	17.0	6	5.8	6	10.9
30,000 < 35,000	1	1.4	13	6.5	11	10.6	2	3.6
35,000 < 40,000	2	2.9	10	5.0	3	2.9	2	3.6
40,000 < 45,000	0	0	3	1.5	1	1.0	3	5.5
45,000 < 50,000	0	0	4	2.0	1	1.0	3	5.5
50,000 < 55,000	0	0	2	1.0	1	1.0	3	5.5
55,000 and Above	2	2.8	3	1.5	0	0	2	3.6

Table 29

Present Salary by Present Rank

	Instructor		Asst. Professor		Assoc. Professor		Professor	
	n(69)	Percent	n(206)	Percent	n(108)	Percent	n(54)	Percent
Less than 15,000	3	4.3	3	1.5	0	0	1	1.9
15,000 < 20,000	17	24.6	4	1.9	0	0	0	0
20,000 < 25,000	28	40.6	46	22.3	1	.9	0	0
25,000 < 30,000	23	18.6	82	39.8	18	16.7	1	1.9
30,000 < 35,000	3	4.3	36	17.5	39	36.1	6	11.1
35,000 < 40,000	3	4.3	11	5.3	23	21.3	7	13.0
40,000 < 45,000	1	1.4	6	2.9	11	10.2	6	11.1
45,000 < 50,000	0	0	8	3.5	8	7.4	8	14.8
50,000 < 55,000	0	0	3	1.5	6	5.6	7	13.0
55,000 < 60,000	0	0	3	1.5	0	0	6	11.1
60,000 < 65,000	1	1.4	1	1.5	2	1.9	5	9.3
65,000 < 70,000	0	0	1	.5	0	0	4	7.4
70,000 and Above	0	0	2	1.0	0	0	3	5.6

was $18,150 and for male associate professors, $24,800. The initial mean salary for female professors was $35,850 and for male professors, $36,665. The present mean salary for female instructors is $21,250 and for male instructors $21,400. The present mean salary for female assistant professor is $27,150 and for male assistant professors, $28,550. The present mean salary for female associate professor is $30,950 and for male associate professors $35,500. The present mean salary for female professors is $43,250 and for male professors $48,250. The differences are apparent in each rank, but the greatest differences prove to be at the associate professor and professor ranks (Table 30). More detailed analyses of teaching discipline, experience and productivity are needed to properly interpret these findings.

Table 30

Mean Salary by Initial Rank and Present Rank

Initial Rank	Salary	Female Salary	Male Salary
Instructor	15,550	16,100	15,000
Assistant Professor	21,650	21,000	22,200
Associate Professor	22,500	18,150	24,800
Professor	36,450	35,850	36,665

Present Rank	Salary	Female Salary	Male Salary
Instructor	21,350	21,250	21,400
Assistant Professor	27,800	27,150	28,550
Associate Professor	33,950	30,950	35,500
Professor	46,650	43,250	48,250

Experiences

Recruitment

The first step in attracting Black faculty to TWIs is a successful recruitment program. Normally, institutions engage in a diversified approach when recruiting faculty, whether Black or white. A major tool in the process is placement of ads in the Chronicle of Higher Education, journals and appropriate newsletters. These ads usually give a description of the position (i.e., associate professor of English), a specific date the applications must be submitted, starting date and a statement concerning the institution being an equal opportunity employer. Placing ads in the previous mentioned medium of advertisement several times for each vacancy can be very expensive and still may not achieve the desired results. Yet, this is the procedure which is, for the most part, followed by institutions in their attempt to recruit Black faculty. This approach does not provide the potential Black faculty member with a sense of the campus environment, the institutional commitment to affirmative action, the kind of experiences Black faculty may expect, the prior success levels of other Black faculty members, and other concerns of this nature.

In an attempt to address this issue as part of this study, respondents were specifically asked to identify the most important factors in assisting them in finding their present positions. Also, during on-site interviews, a question was posed to each interviewee concerning the same matter. The options listed on the questionnaire were: mentor; college placement office; faculty member at present institution; professional journals, newsletters, etc.; advertisement; friends; networking; other personal contact and "other." Each respondent was asked to indicate the three most important factors instrumental in locating his/her present position. Additionally, the respondents were asked to rank the three choices.

The data indicated that among the first ranked factors, the most frequently listed was a faculty member at the present

institution. This was followed by mentor, friends, advertisement, and journals/newsletters (Table 31).

When the data were analyzed according to length of service, the findings revealed cohort differences in the pathways by which Black faculty have entered academia over the years. In the most recent cohort of faculty hired less than five years ago, faculty at the institution was followed by mentors, advertisements, journals/newsletters, friends and networking as the most important factors in locating their positions. Figure 4 presents the relative percentages of six pathways used by faculty to locate their positions. This information is presented for four length of service cohorts: less than five years (4a); five to ten years (4b); ten to fifteen years (4c); and over fifteen years (4d).

Several patterns clearly emerge from examination of Figure 4. The role of faculty at the institution, though slightly decreasing, remains the most frequently used pathway. The role of mentors and networking has remained fairly stable over the years. Advertising has emerged as a significant pathway for Black scholars entering academia. Similarly, the use of journals, virtually a non-factor 15 years ago, has now become the fourth most frequently listed factor.

When the data were stratified according to length of service, gender and rank, the findings were slightly different. The data indicate that faculty with up to five years of service more frequently selected advertisements, journals and newsletters ahead of friends. This pattern also existed in the category of instructor when the data were stratified according to rank. Further, the instructors selected the use of a mentor most frequently, followed by the use of faculty mentor at the present institution.

Looking further at rank and specifically at the category of assistant professor, advertisements were the third most frequent and friends were the fourth most frequent choices as the most important factors in locating the position. The fact that the frequency of selections changed when stratified according to length of service (specifically the "Up to 5 Years" cohort) and rank (specifically the instructor category) suggests that as a

Table 31

Most Useful Factors in Locating Present Position

Factors Ranked First	Percent of Respondents Selecting
Faculty at Present Institution	24.6
Mentor	18.0
Friends	11.0
Advertisement	9.7
Journals, Newsletters, etc.	7.4
Other Personal Contacts	6.6
Networking	5.5
Institutional Placement Office	.4
Others (composite)	16.7

Figure 4. Recruiting Factors Used By Black Faculty in Locating Position

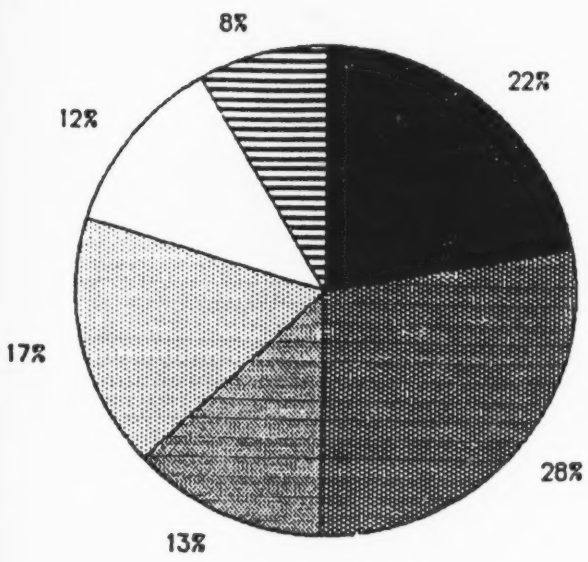


Figure 4a. 0 to 5 Years Ago

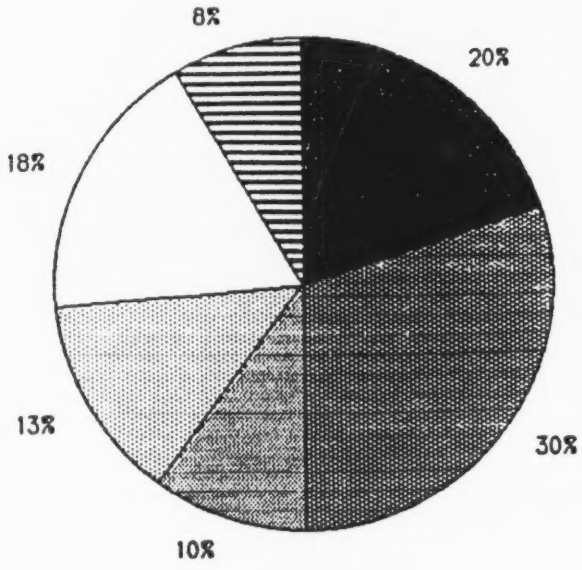


Figure 4b. 5 to 10 Years Ago

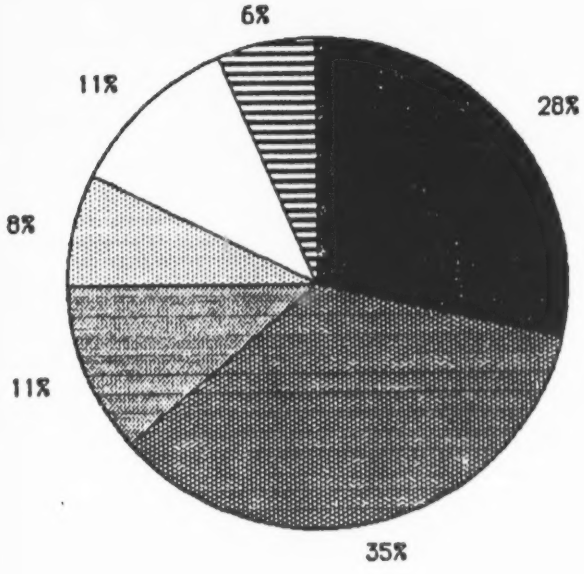


Figure 4c. 10 to 15 Years Ago

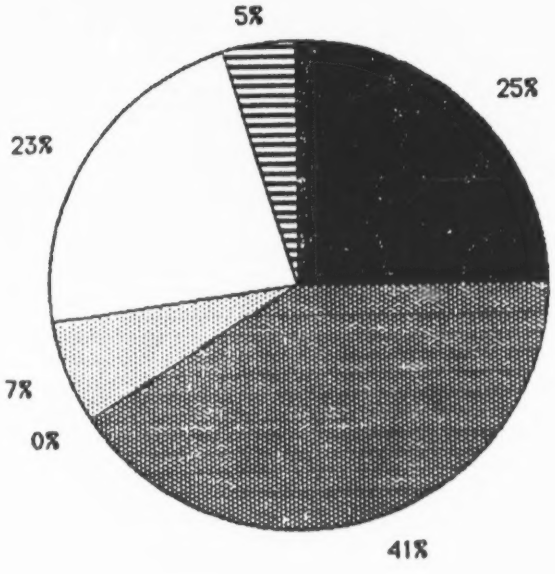
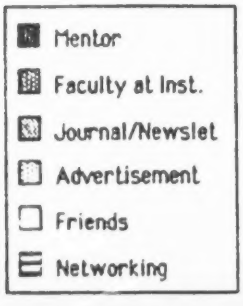


Figure 4d. 15 or More Years Ago



result of the courts demanding that numbers be increased, institutions are trying to diversify the ways that they attract Black faculty. Though the overall relative frequency of all the factors is fairly consistent over time, the use of advertisements and journals gained in popularity. In the "15 or More Years" cohort, the use of advertisements, journals and ads were not used by the respondents in trying to find jobs. Yet, in the "Up to 5 Years" cohort, 10.5 percent of the respondents attributed the locating of their jobs to the use of advertisements, journals and ads.

When looking at factors faculty considered most important in locating their positions, the commonality of the three most frequently identified factors is a person to person approach.

Mentoring

Broad definitions of mentoring relationships are rather clear: guidance and support provided by an individual in an established position to a novice. In academia, a more precise operational definition of mentoring is elusive because of the various forms that such a relationship may assume. For that reason, the present study did not attempt to directly measure mentoring. Instead, respondents were asked to evaluate the value of mentoring relationships with respect to their own advancement and promotion.

Respondents considered mentoring relationships with department heads and senior professors to be of greater value than mentoring with the dean, vice-president or president (Table 32). Generally, Black faculty in this study did not overwhelmingly view mentoring as important to their career advancement. Slightly more than half (57.1% and 52.3%, respectively) attached importance to department head mentors and senior professor mentors.

Mentoring with senior professors was viewed as being more important to faculty members who must publish to gain tenure ($F = 4.6$; $p < .01$). On a four point scale, from 4 = maximum value to 1 = no value, faculty who stated that they must publish to gain

Table 32

Value of Mentoring Relationships with Respect to Advancement and Promotion

Mentor Type	No Value	Little Value	Considerable Value	Maximum Value	n
Department Head	18.4%	24.5%	35.1%	22.0%	(442)
Senior Professor	21.7%	26.0%	30.8%	21.5%	(441)
Vice President or Dean	25.3%	27.1%	28.5%	19.1%	(439)
President	37.6%	26.4%	19.4%	16.6%	(439)

tenure averaged 2.5 percent, whereas faculty who do not have to publish averaged 2.13. The value of mentoring with senior professors was also expressed more strongly by faculty who know that their institution was under the Adams case mandate than by faculty who were not aware of the Adams case mandate (means of 2.61 versus 2.24, $F = 9.48$; $p < .01$).

Contact with Department Head and Colleagues

In assessing the significance of contacts with colleagues, the respondents considered close contact with the department head (64%) and close affiliations with senior professors (53.2%) to be more valuable to their careers than social contacts with colleagues (42.6%; see Table 33).

The significance of the department head on the measures of mentoring and contact invited an analysis of the relationship of formal contacts with the department chair to other types of relationships with colleagues. In a series of analyses, the reported level of formal contact with the department chair was designated as the independent variable, and formal and informal contacts with other colleagues were the dependent variables. Results are summarized in Table 34 and reveal that Black faculty who had the highest levels of formal contact with the department chair were also likely to have higher levels of formal contact with senior professors, vice-presidents, deans, presidents, and "others." The level of formal contact that Black faculty had with department heads was also related to the amount of informal contact with the department head, but not related to informal contact with vice-presidents or "others."

The measure, Formal Contacts with Department Head, appears to be sufficiently related to other formal contact measures to be a general indicator of colleague contact. A series of analyses were performed to provide greater detail about the formal contacts experience of Black faculty, and its relation to other important career variables. Specifically, formal contacts were related to the following variables:

Table 33

Value of Contacts with Colleagues for Advancement and Promotion

Type of Contact	No Value	Little Value	Considerable Value	Maximum Value	n
Close Affiliation with Senior Professor	17.7%	29.1%	35.1%	18.1%	(436)
Close Contact with Department Head	12.3%	23.7%	40.8%	23.2%	(439)
Social Contacts with Colleagues	18.0%	39.4%	32.8%	9.8?%	(439)

Table 34

Variation in Mean Frequencies of Colleague Contacts In Relation to Formal Contacts with Department Head

Types of Colleague Contact	Level of Formal Contact with Department Head*				F (F in parentheses)
	Lowest	Moderate	Frequent	Highest	
Informal Contact with Department Head	13.45	23.58	27.52	46.21	18.24 (<.001)
Informal Contact with Vice President	3.56	3.55	3.66	8.39	
Informal Contact with "Others"	2.50	.64	1.41	5.02	
Formal Contact with Dean	5.62	2.82	5.02	21.22	20.97 (<.001)
Formal Contact with Senior Professors	8.93	6.54	7.23	41.76	51.41 (<.001)
Formal Contact with Vice President	2.08	2.20	2.43	10.77	9.85 (<.001)
Formal Contact with President	1.63	2.12	1.87	8.61	6.77 (<.001)
Formal Contact with "Others"	.81	1.34	.24	5.00	3.17 (<.05)

*Note: Lowest = 0 to 2 Contacts; Moderate = 3 to 6 Contacts; Frequent = 7 to 18 Contacts; Highest = 19 or More Contacts During the Academic Year.

-- Ratings of salary appropriateness
-- Reception of a respondent's input into departmental matters
-- Departmental encouragement of interpersonal relations among colleagues
-- Fairness and equity of performance evaluations by respondent's supervisor
-- Ease of developing good working relationships in department.

When ANOVA'S were performed with the preceeding variables as dependent variables, and formal contacts with the department head as the independent variable, two main effects resulted for reception of input and good working relations ($F = 3.29$; $P < .05$ and $F = 2.69$, $P < .05$, respectively). These results indicate that Black faculty members who had higher levels of formal contact with the department head were more likely to report that their department encouraged collegial relations and was an easy place to develop good working relationships. However, frequent formal contact with the department chair did not translate into increased satisfaction with salary or performance evaluations, areas that would seem to be directly controlled by the department head.

Productivity

Measures of productivity analyzed in this study were hours spent on professional tasks, the number of publications authored in refereed journals since hire date and number of professional papers presented since hire date. Productivity variables tend to be difficult to interpret because of the subjective value placed on scholarly accomplishments. Furthermore, it is difficult to equate the sheer quantity of accomplishments with the quality of accomplishments. In the present study, respondents were asked only to provide numbers of papers and articles. In another response category, they were asked to list up to five additional "other" types of scholarly accomplishments. Further analyses of the latter responses might provide useful information about productivity patterns.

Table 35 presents a summary of the reported number of hours that Black faculty members spend on various professional tasks. For all of the categories except teaching (research, community service, committees, advising, minority affairs and administration), the majority of respondents reported spending an average of 10 hours or less per week. Teaching, by far, consumed more time than any other task. Research activity appears to be a distant second followed by administrative duties. Minority affairs activity, for 96.8 percent of the sample, did not consume more than 10 hours per week on the average.

The data on publication records of Black faculty show that approximately 50 percent of the sample have not published since being hired in their present positions. Fifty-seven (57) percent of the unpublished faculty members have five years or less of service at their institutions. Approximately 28 percent of the sample has six or more publications since hire date. Associate and full professors appeared to produce proportionally more publications than faculty at other ranks. Males consistently reported larger numbers of publications than did females. This disparity is less apparent in the area of paper presentations. Here, males and females were similar in levels of productivity. Associate professors reported, in greater proportions and often in greater absolute numbers, more paper presentations of 10 or more.

Table 36 presents data on the number of hours spent by white faculty in the target state on various professional tasks. A larger proportion of the white sample reported greater numbers of hours spent on teaching when compared to the total Black sample. On the other measures, the patterns were fairly similar for Black and white faculty.

The data on the publication records of white faculty show that approximately 46 percent of the white faculty have not published since being hired in their present positions; a percentage similar to the total Black sample. However, there are fewer white faculty with no paper presentations (25.9 percent) than Black faculty with no paper presentations (33.5 percent). White females show a similar pattern of productivity as Black females, in comparison to their male counterparts.

Table 35

Number of Hours Spent By Black Faculty on Various Professional Responsibilities

Number of Hours	Teaching		Research		Service		Community Committees		Advising		Minority Affairs		Administration	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Up to 10	145	33.2	329	75.8	422	96.8	424	97.7	415	95.6	419	96.8	359	82.2
10 to 20	112	25.6	60	12.7	10	2.3	7	1.6	12	2.8	10	2.3	27	6.2
20 to 30	93	21.3	26	5.5	1	.2	1	.2	3	.7			25	5.8
30 to 40	56	12.8	13	2.7	1	.2					2	.5	14	3.2
40 or More	25	5.7	6	1.3	2	.4	2	.5	4	.9	2	.5	7	1.6

Table 36

Number of Hours Spent By White Faculty on Various Professional Responsibilities

Number of Hours	Teaching	Research	Community Service	Committees	Advising	Administration
Up to 10	7.1	78.3	97.6	95.1	93.9	94.0
10 to 20	26.2	15.7	2.4	4.9	4.9	6.0
20 to 30	35.7	4.8				
30 to 40	23.8	1.2				
40 or More	3.6					

Perceptions and Attitudes

The perceptions and attitudes of Black faculty members are examined as a means for gauging levels of satisfaction as well as for determining the types of behaviors and factors that they believe are important to career development. For several of these items, respondents are asked to rate the degree of equity that prevails in their situations.

Salary, Promotion and Tenure

Salary, promotion and tenure are the essential career barometers for faculty. Table 37 presents the responses of Black faculty on seven items that measured their perceptions of salary, promotion, and tenure issues. The items where respondents expressed the highest levels of satisfaction ("Strongly Agree") related to appropriateness of tenure status and fairness of student and supervisor evaluations. Items that elicited the highest levels of dissatisfaction ("Strongly Disagree") related to appropriateness of salary, equitable rewards for research and teaching, and appropriateness of tenure status. When all "disagree" responses ("Strongly Disagree" and "Disagree with Reservations") and all "agree" responses are compared, the highest levels of satisfaction are expressed for fairness of student and supervisor evaluations, and highest levels of dissatisfaction are expressed for appropriateness of salary and equitableness of promotion and tenure procedures.

Among respondents who strongly agree that tenure and promotion procedures are equitable, there are fewer instructors and more full professors. This finding might be expected, as most professors in this study have achieved tenure while most instructors are not tenured. In most of the items related to tenure, promotion and salary, faculty at the higher ranks and with more years of experience expressed a higher degree of satisfaction. For example, ANOVA's of items dealing with promotion and tenure equity and student evaluations indicate that

Table 37

Black Faculty Attitudes and Perceptions About Salary, Tenure, and Promotion

Item	Strongly Disagree	Disagree With Reservations	Agree With Reservations	Strongly Agree	n
Salary is Appropriate for Rank and Experience	23.0	18.5	37.7	20.8	443
Compared to Colleagues, Research Rewarded Equitably	14.0	20.8	38.6	26.6	394
Compared to Colleagues, Teaching Rewarded Equitably	13.6	18.1	39.4	28.9	426
Promotion and Tenure Procedures are Equitable	12.8	23.9	43.1	20.3	439
Tenure Status is Appropriate	15.9	11.3	31.4	41.3	433
Student Evaluations Fair and Equitable	8.2	11.2	37.6	43.0	428
Supervisor Evaluations Fair and Equitable	7.0	9.3	40.7	43.0	440

full professors have significantly higher levels of satisfaction than those faculty members at other ranks (Table 38). An additional ANOVA of the items on fairness of student evaluations yielded a significant effect for rank ($F = 3.72$, $p < .01$). The crosstabulation data indicate that assistant professors are less satisfied with student evaluations than faculty members at other ranks.

There are additional factors that are related to differences in faculty perceptions in this area. An ANOVA with salary satisfaction as the dependent variable and length of service, research faculty status and rank as independent variables yielded significant effect for length of service ($F = 2.51$; $p < .05$) and research faculty status ($F = 3.11$; $p < .05$). Analysis of the cell means reveal that both faculty members who must publish to gain tenure (research faculty) and those who need not publish (non-research faculty) are more satisfied with their salaries than faculty members who were not clearly in either category. A similar effect occurred in an ANOVA using the item on the equitableness of tenure and promotion procedures. Again, those groups who strongly agreed and strongly disagreed that they must publish for tenure and promotion had a more favorable view of tenure and promotion procedures ($F = 4.39$; $p < .01$). The relationship of length of service and salary satisfaction also proved to be curvilinear; faculty members with the least (0 to 3) and the most (15 or more) years of service in an institution were significantly more satisfied with their salaries than faculty members in the middle with 7 to 10 years of service (Figure 5).

Work Environment

A major concern in this study is to gain an understanding of the quality and level of professional assimilation of Black scholars in predominantly white work environments. The cluster of items presented in Table 39 assess Black faculty members' levels of satisfaction with the work environment and the degree to which they feel that they are in the professional mainstream at their

Table 38

Variation in Mean Ratings on Items Measuring Perception of Salary, Promotion, and Tenure Issues

Item	Instructors	Assistant Professors	Associate Professors	Full Professors	F (P in Parentheses)
Promotion and Tenure Procedures are Equitable	2.70	2.59	2.55	3.33	8.29(<.001)
Student Evaluations are Fair	3.28	2.99	3.12	3.51	4.03 (<.01)

Figure 5

Degree of Satisfaction With Salary by Length of Service

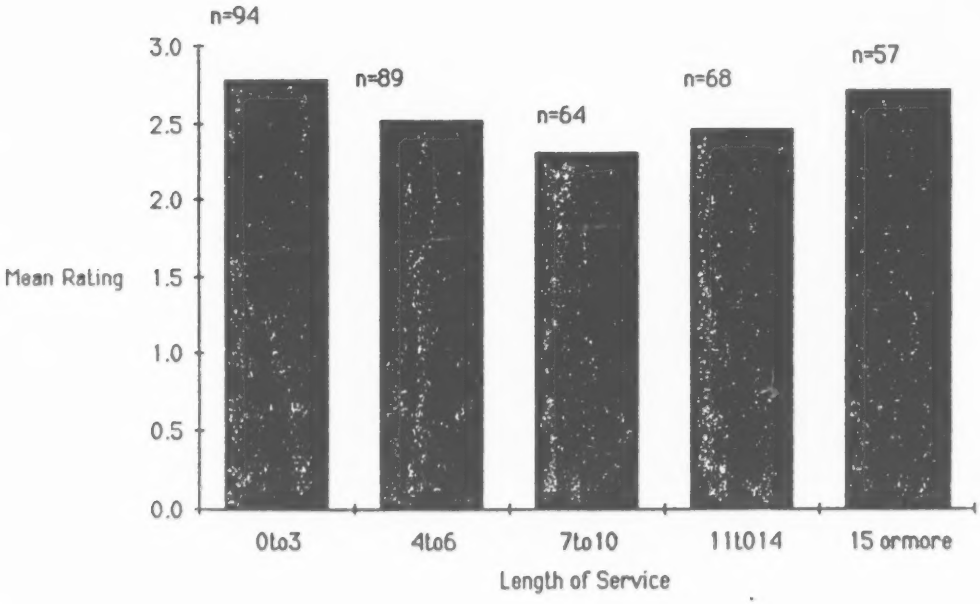


Table 39

Black Faculty Attitudes and Perceptions About Work Environment

Item	Strongly Disagree	Disagree With Reservations	Agree With Reservations	Strongly Agree	n
Professional Ambition Achievable at Present Institution	18.4	18.2	35.3	28.1	456
Good Working Relationships Easily Developed in Department	9.9	17.7	37.1	35.2	463
Good Working Relationships Easily Developed in Institution	10.2	29.5	45.1	15.2	461
Skills and Experiences Could be Better Utilized	9.1	17.8	34.7	38.4	450
Input in Department Matters Well Received	8.3	15.5	39.6	36.5	457
Have Real Sense of Identification with Department	11.3	17.4	36.2	35.1	459
Have Real Sense of Identification with Institution	13.9	25.7	41.6	18.7	459
Have Had Opportunities to Serve on Important Committees	10.4	13.2	32.1	44.3	461
Difficult to Be Appointed to Important Committees	25.2	33.4	25.9	15.9	452
Difficult to be Elected to Important Committees	19.5	29.6	31.6	19.3	446

institutions.

The overall assessment of the work environment tended to be more positive than negative. Negative responses tended to be approximately in the 25 to 40 percent range. Items that got the most negative responses concerned developing good working relationships in the institution, having a sense of identification with the institution, and being able to better utilize skills. The largest percentages of positive responses were on items concerning opportunities to serve on important committees, input into department matters, ease of developing good working relations in department, and sense of identity with the department.

One of the factors that appears to be significantly related to faculty members' assessment of the work environment is the amount of formal contact with the department head. A series of ANOVA's using formal contacts with the department head as the independent variable, yielded significant main effects for the following dependent variables: ease of good working relationships in the department ($F = 2.61$; $p < .05$); sense of identity with the department ($F = 5.42$, $p < .001$) and ease of election to important committees ($F = 5.06$; $p < .01$). These results suggest that the amount of contact with the department head in the work setting can play a significant role in the professional assimilation of the Black faculty member.

Other factors that appear to be related to the sense of identification with the department are gender and research faculty status. An ANOVA using an item measuring sense of identity as the dependent variable, and gender and an indirect measure of teaching faculty status as dependent variables yielded a main effect for teaching faculty status ($F = 2.72$; $p < .05$) and an interaction ($F = 3.25$; $p < .05$). These findings suggest that faculty members whose teaching performance is weighted as much as research performance have a strong sense of identity with their department, and that this effect is largely (if not wholly) due to female faculty members. An additional factor that seems related to perceptions of the work environment is faculty rank. The results of the crosstabulation of the variables listed in Table 39 with rank and length of service show a consistently high proportion of

associate professors whose levels of satisfaction with the work environment are proportionally lower than faculty in other ranks. These trends appear to be more pronounced among associate professors with 10 years or more length of service at their institutions.

Factors Important to Career Advancement

The relatively recent entry of Black faculty members into predominantly white institutions suggests that Black faculty may be relatively inexperienced in the strategies for career advancement in those settings. Therefore, the present study was concerned with identifying and describing the factors that Black faculty members believe to be valuable for their advancement and promotion. Some of these factors have already been discussed in the section on Mentoring. The additional factors addressed in this section of the report concern committee work or community service, access to informal networks, specific kinds of research or publications, meeting tenure and promotion requirements and serving on selected committees. In Table 40, results of faculty responses are presented, indicating the percentages who placed no value, little value, considerable value, or maximum value on the specific factors. Meeting tenure and promotion requirements, and doing research in specific categories or publishing in selected journals were clearly seen by the majority of faculty as having maximum value. However, approximately 21 percent of the respondents saw little or no value in research or publication; suggesting that their professional responsibilities are exclusively teaching. Respondents were nearly evenly divided on the value of committee work or community service, but over two-thirds did see service on selected committees as having considerable or maximum value. A similar number (62%) viewed access to informal networks as valuable. The informal network has been viewed as an important dimension in career advancement in academia that may be more difficult for Black faculty members to access. In comparing the responses of Black and white faculty

Table 40

Black Faculty Attitudes and Perceptions About Factors Important to Career Advancement

Item	No Value	Little Value	Considerable Value	Maximum Value	n
Committee Work or Community Service	14.4	31.1	36.7	17.8	444
Access to Informal Networks	13.4	24.7	37.2	24.7	441
Research in Specific Categories or Publication in Selected Journals	6.5	14.7	28.1	50.7	430
Meeting Tenure and Promotion Requirements	3.7	8.4	26.7	61.7	431
Serving on Selected Departmental and Institutional Committees	7.3	25.5	46.9	20.3	439

members in the target state, 60 percent of Black respondents and 69 percent of white respondents view access to informal information networks as valuable. The Black respondents who saw no value at all totalled 14 percent; compared to 7 percent of the white respondents. Chi-square analysis did not yield a significant difference between the races on this measure.

Other factors that appear to be related to Black faculty members' perceptions of career advancement factors are research faculty status and attitude toward the value of close contact with the department chair. Non-research faculty (those indicating that they don't have to publish for tenure or promotion) felt most strongly that service on selected committees was valuable to their career ($F = 7.16$; $p < .001$). Faculty members who do not value close contact with the department head as important to their careers were less likely than those who value such contact to view the following as important to their careers: committee work or community service ($F = 16.25$; $p < .001$); service on selected committees ($F = 15.55$; $p < .001$); access to informal information networks ($F = 26.34$; $p < .001$); and social contacts with colleagues ($F = 20.88$; $p < .001$).

Job Security

The way that Black faculty members feel about their prospects for success in their institutions is a significant component in evaluating their status. Three items on the survey directly assessed the job security attitudes of respondents, and those findings are presented in Table 41. These findings indicate that the majority of Black faculty members feel that they have control over their career development, that their present position has career potential and that they will hold on to their jobs if there is retrenchment at their institutions. On the latter finding, respondents were less certain (only 18.3 percent strongly agree). On the career control and career potential items, 34.7 and 51.4 percent, respectively, indicated the highest level of response certainty ("definitely" or "strongly agree").

Table 41

Black Faculty Attitudes and Perceptions About Job Security

Item	Strongly Disagree (Other)*	Disagree With Reservations (Is Temporary)	Agree With Reservations (Possibly)	Strongly Agree (Definitely)	n
I Have Control Over Development of my Professional Career	6.3	16.5	42.3	34.7	(461)
My Position is Secure if There Is Need for Retrenchment	21.1	14.5	46.0	18.3	(454)
Present Position Has Career Potential*	(9.6)	(5.8)	(33.2)	(51.4)	(467)

* Note: Scaling on this Item differed from other items: see parentheses for applicable response categories.

The results of the comparisons of Black and white faculty members on job security items reveal minor differences on the measure of career control and larger differences on the measures of position security and career potential (Figure 6). Thus, Black faculty members feel no differently than white colleagues about the degree of control that they have over their professional career development. However, Black faculty members who agreed that their position was secure in the event of retrenchment totalled 54.8 percent versus 69.4 percent of white faculty members. On the item probing whether present position had career potential, Black faculty agreement was 40.8 percent, compared to white faculty agreement of 66.3 percent.

There were also differences on the position security item that were related to gender and race. White males were most secure, followed by white females, Black females, and Black males (Table 42).

Racial Climate

Table 43 summarizes findings on Black faculty attitudes and perceptions concerning the racial climate at their institutions. On the whole, these findings present a pessimistic view of the status of affirmative action on the campuses of traditionally white institutions in the Adams states. In overwhelmingly large percentages, Black faculty felt that there was insufficient minority faculty representation on faculty search committees, in their academic departments and in the institution as a whole. Respondents also perceived that departments had better minority representation than did the institution. Approximately one-half of the respondents felt that the institution was committed to minority affairs.

Figure 6

Three Measures of Job Security

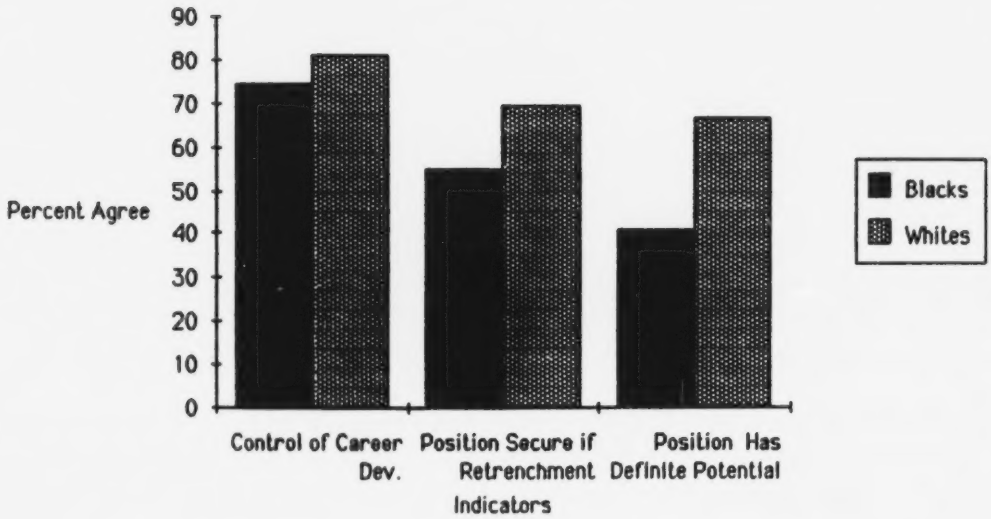


Table 42

Responses to Item: Present Position Is Secure if Retrenchment Occurs

Response Choices	Precent Choosing Response			
	Black Female	Black Male	White Female	White Male
Disagree Strongly	21.6	22.7	20.5	4.5
Disagree With Reservations	19.6	27.3	20.5	15.9
Agree With Reservations	54.9	43.2	38.6	59.1
Strongly Agree	3.9	6.8	30.5	20.5

Table 43

Black Faculty Attitudes and Perceptions About Racial Climate

Item	Strongly Disagree	Disagree With Reservations	Agree With Reservations	Strongly Agree	n
Institution Committed to Improvement in Minority Affairs	21.8	26.6	39.9	11.8	459
Faculty Search Committees Have Sufficient Minority Membership	41.5	33.4	20.1	5.0	443
Department Has Appropriate Minority Faculty Representation	58.3	21.1	13.6	7.0	456
Institution Has Appropriate Minority Faculty Representation	73.4	17.9	7.2	1.5	458
My Ethnic Background Enhances My Opportunity for Advancement	36.6	38.0	20.1	5.1	453

Black and White Faculty Comparisons

A target state university system was isolated to compare Black and white faculty on selected characteristics. The process for selecting the white sample has previously been discussed. Rank and teaching disciplines were matched for both Black and white faculty and therefore, discussion will revolve around tenure, salary and length of service. It is clear that despite the matching process, that the Black sample in this comparison study comprises a substantially larger portion of the Black faculty population than does the white sample comprise the white faculty population. Additionally, in terms of the academic market, the Black faculty are a rarer "commodity." Finally, it should be noted that the statistical rarity of the Black faculty may also give rise to skewed characteristics in the Black sample.

Tenure

The tenure data for Black and white faculty in the target state indicate that 86.7 percent of the white faculty were offered a tenure track position at the initial date of hire, compared to 75 percent of the Black faculty. Of those Blacks offered a tenure track position at hire, 24.6 percent have been tenured compared to 15.1 percent of the whites. Of the 16 Blacks and 10 whites offered a tenure track position since the initial date of hire 7 (47.1 percent) of the Blacks have been tenured, compared to none of the whites. Within the total sample, more Blacks have been tenured than whites, even though, for the most part, a large percentage of both groups have not been tenured (Table 44). Table 45 presents tenure data for Blacks and whites controlled for length of service at the institution.

Looking specifically at the total amount of probationary credit offered to Blacks and whites, it was found that of the faculty offered probationary credit toward tenure, most were granted only one year. More of the Black faculty were offered one or more years of probationary credit than their white

Table 44

Tenure Status by Race

Years Tenured	Black	White
0	67.0	83.3
1	5.2	1.1
2	4.1	1.1
3	4.1	1.1
4	3.1	0
5	7.2	2.2
6	1.0	1.1
7	1.0	0
8	1.0	0
9	6.2	10.0

Table 45

Years Tenured Controlled for Length of Service
Target State

BLACK FACULTY

# Years Tenured	Up to 5 Years (n=43)	5 to 10 Years (n=17)	10 to 15 Years (n=25)	15 or More Years (n=13)
0	83.1	76.5	44.0	46.2
1	7.1	0	8.0	0
2	4.8	5.9	4.0	0
3	0	0	8.0	0
4	0	5.9	8.0	0
5	0	5.9	16.0	15.4
6	0	0	4.0	0
7	0	0	4.0	0
8	0	0	0	7.7
9	0	0	4.0	30.8

WHITE FACULTY

# Years Tenured	Up to 5 Years (n=41)	5 to 10 Years (n=15)	10 to 15 Years (n=10)	15 or More Years (n=25)
0	100.0	85.7	60.0	64.0
1	0	0	10.0	0
2	0	0	10.0	0
3	0	7.1	0	0
4	0	0	0	0
5	0	0	10.0	0
6	0	0	10.0	0
7	0	0	0	0
8	0	0	0	0
9	0	7.1	0	32.0

counterparts. It was also found that more Blacks than whites receiving probationary credit toward tenure have actually been tenured (Table 46).

When tenure data are analyzed according to length of service, similar patterns are evident. Most of the respondents in each category are not tenured; however, more Blacks than whites have been tenured. When tenure was considered by rank, the findings were the same.

Salary

Salary data for the target state suggest that Black faculty received lower salaries than white faculty at the ranks of instructor and assistant professor. However, white faculty received lower salaries than Black faculty at the ranks of associate professor and professor. These differences at the higher ranks could be an artifact of the highly select group that comprise the Black associate and full professor ranks.

At the rank of instructor, the initial and present salaries for Blacks were $3,800 and $1,800 less, respectively, than whites at that same rank; and at the rank of assistant professor, the initial and present salaries for Blacks were $1,100 and $1,500 less, respectively, than those of whites. The initial and present salaries for Blacks at the rank of associate professor were $1,300 and $250 more, respectively, than those of whites at the same rank and the initial and present salaries for Blacks at the rank of professor were $6,653 and $6,650 more, respectively, than those of whites at the same rank. These dollar figures represent a re-conversion of the average salary levels reported by respondents; thus are not averages of actual dollar figures, but are reasonable estimates (Table 47).

When salary was stratified only by length of service, it was determined that salaries for Blacks in the categories of "Up to 5 Years" and "15 Years or More" were $2,100 and $2,000 less, respectively, than whites with the same length of service. Yet, salaries for Blacks in the middle categories of "5 to 10 Years"

Table 46

Probationary Credit Toward Tenure
Target State

# Years of Credit	Black	% Tenured	White	% Tenured
0	71.4	11.4	82.2	9.4
1	13.3	92.3	8.9	75.0
3	7.1	71.4	8.9	25.0
4	8.2	100.0	0	0

Table 47

Initial and Present Salary by Rank

Rank	Initial n=98	Initial Black	Initial n=90	Initial White	Present n=98	Present Black	Present n=90	Present White
Instructor	17	16,300	5	20,000	17	21,200	5	23,000
Assistant Professor	53	17,500	55	18,600	53	24,700	55	26,200
Associate Professor	22	16,900	25	15,600	22	32,050	25	31,800
Professor	6	21,650	6	14,977	6	42,500	6	35,850

and "10 to 15 Years" were $550 and $1,900 more, respectively, than whites in the same categories (Table 48).

The salary data by rank tend to suggest Black associate professors and professors were paid higher salaries than whites at those same ranks. Yet, when the characteristics of faculty members within various salary levels are analyzed, a different view emerges, especially when total experience, initial salary, initial rank and present rank are controlled.

These data indicate that of those faculty members within the same length of service range and the same salary range, Blacks initially brought more experience to the position at hire and were hired at lower ranks than whites with lesser experience. Further, white faculty members tended to advance up the ranks more rapidly. The phenomenon was apparent at each interval of salary range and length of service range. The data support the fact that those few Blacks who were brought in at higher ranks or promoted to higher ranks had more years of experience than their white counterparts (Table 49).

Table 50 provides salary information in ranges for both Blacks and whites. The data in the table show that 55.2 percent of Blacks and 63.6 percent of whites had an initial salary range of less than $20,000. However, the present salary picture is different: 66.3 percent of Blacks and 52.3 percent of whites have current salary range of less than $30,000. This trend lends support to the observation that Black faculty are not provided with equitable salary increases over time. Both Black and white faculty salaries have increased, but the rate of increase has been faster for whites.

Present Teaching Assignments

The majority of the respondents (58.7 percent) taught only at the undergraduate level. However, 10.8 percent of the respondents had both undergraduate and graduate teaching assignments. Looking at the teaching assignments according to race, the data indicated that 56.6 percent of the Black respondents and 69.2 percent of the

Table 48

Salary by Length of Service
Target State

Length of Service	Blacks	Whites
Up to 5 Years	25,450	27,550
5 to 10 Years	25,900	25,350
10 to 15 Years	28,400	26,500
15 or More Years	29,600	31,600

Table 49

Comparison of Characteristics of Blacks and Whites Within Same Salary and Length of Service Level

Characteristic	Frequency of Higher Level of Characteristic		
	Black Faculty Higher*	White Faculty Higher*	No Difference
Present Rank	5	9	6
Beginning Rank	10	7	4
Initial Salary	11	7	3
Years Experience	12	6	4

* Based on mean levels

Table 50

Initial Salary and Present Salary
Target State

Salary	Initial		Present	
	Black	White	Black	White
Less than 15,000	32.3	31.8	1.0	0
15,000 < 20,000	22.9	31.8	2.0	3.3
20,000 < 25,000	24.0	13.6	28.6	18.5
25,000 < 30,000	10.4	11.4	34.7	30.4
30,000 < 35,000	4.2	6.8	13.3	26.1
35,000 < 40,000	3.1	1.1	12.2	15.2
40,000 < 45,000	1.0	1.1	2.0	3.3
45,000 < 50,000	0	1.1	2.0	1.1
50,000 < 55,000	1.0	1.1	3.1	0
55,000 < 60,000	0	0	1.0	1.1
75,000 < 80,000	0	0	0	1.1

white respondents taught only at the undergraduate level. At the graduate level, 14.5 and 3.3 percent of the Black and white respondents, respectively, indicated they taught exclusively at this level. Also, 19.6 percent of the Black respondents and 26.4 percent of the white respondents indicated that they taught at both the undergraduate and graduate levels. This same pattern was evident when looking at initial teaching assignments.

Recruitment Patterns

The respondents were asked to rank the most important factors used in locating their present job. In reviewing the factors, ranked first, both the Black respondents and the white respondents most frequently indicated that the most useful factor in finding their present job was a faculty member at the institution. This was the only factor Black and white samples ranked similarly in their five most frequently chosen factors.

The second most frequently chosen factor for Blacks was use of mentor, while the second most frequently chosen factor for the white respondents was the use of journals and ads. Among Blacks, the third most frequently chosen factor used in finding their present job was the use of friends, while the third most frequently chosen factor for whites was the use of a mentor (Table 51).

Perceptions and Attitudes

Black and white faculty members in the target state were compared using a chi-square analysis to determine if differences existed on measures of attitudes and perceptions. Significant differences existed on several measures and are presented in respect to areas previously discussed.

In the area of mentoring relationships, a larger proportion of white faculty placed greater value on mentoring with the department head and the academic vice-president or dean as

Table 51

Most Useful Factors in Locating Present Job
Target State

Factors Ranked First	Percent That Ranked Factor First		
	All Respondents	Blacks	Whites
Faculty at Institution	20.5	20.4	20.7
Mentor	15.8	19.4	12.0
Friends	12.6	14.3	10.9
Advertisement	10.5	11.2	9.8
Journals and Ads	10.0	7.1	13.0
Networking	5.3	3.1	7.6
Institutional Placement Office	1.1	0	2.2

important to their career advancement and promotion. In the area of collegial relations, white faculty saw more value in close personal contact with senior professors and the department head. Though not statistically significant, a larger proportion of Black faculty members (20 percent) judged on-campus and off-campus social contacts to be of no value at all, compared to their white colleagues (9 percent).

In the areas of salary, tenure, and promotion attitudes and perceptions, more white faculty members felt that tenure status was appropriate and that students evaluated fairly. (Although there were differences on other related measures, these were not statistically significant.) In the area of work environment, fewer Blacks felt that their ambitions were achievable at their institutions and more whites had a stronger sense of identity with their departments. (Though not statistically significant, more Black faculty indicated that their skills and experiences were not maximally used.) In areas that relate to factors important to career development, more Black faculty indicated that research in specific journals or categories was most important.

An interesting finding emerged from the data on the reported frequency of contacts with colleagues. No significant differences existed between whites and blacks in the number of formal contacts that they made. White faculty, however, made significantly more informal contacts with the dean, senior professors and the vice-president.

Finally, in the area of racial climate, some of the most polarized perceptions of the entire study were reported. In substantial and significant proportions, more whites felt that their institution was committed to minority affairs improvement; and that minority representation on search committees was appropriate. Black faculty members disagreed that minority representation was appropriate in their departments and institutions in far larger numbers than did whites. There was no substantial difference in the perception of the two groups about expectations that they were to help with affirmative action.

CHAPTER 4. DISCUSSION

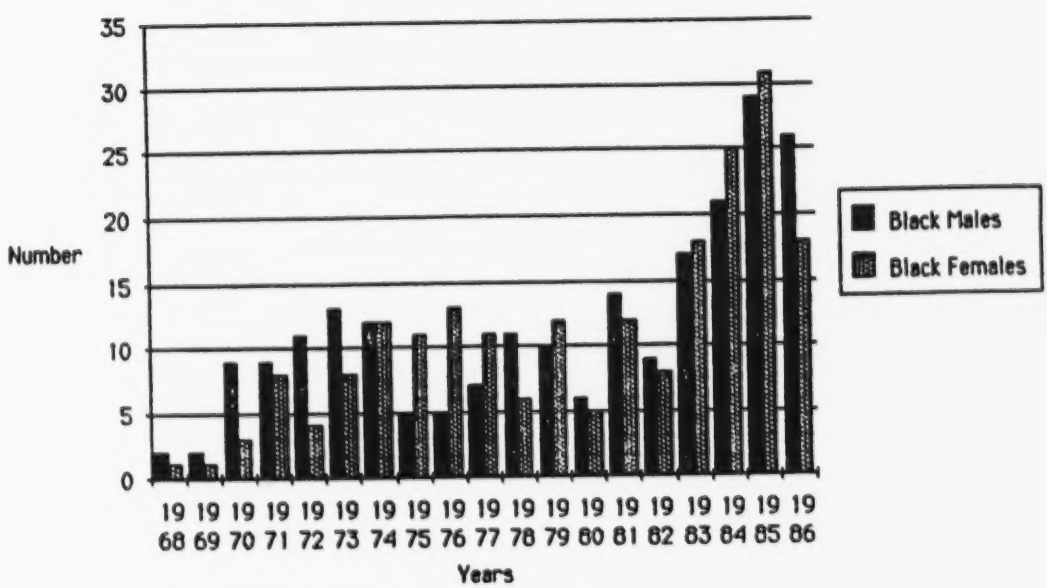
Characteristics

Hiring patterns of the past 20 years reveal that at TWIs, there has been a shift in focus from the Black male to the Black female (see Figure 7). Black females could possibly be seen by TWIs as solving two affirmative action problems by simultaneously increasing numbers of both females and Blacks, or there might also be "systemic" factors that hinder the hiring of Black males. Recent reports indicate that Black males are not entering the prerequisite pipelines of education in the same numbers as they have in the past. Recent data published by the National Research Council show that the overall number of Blacks awarded Ph.D.s has decreased 26.5 percent over the last ten years. Further, the number of Black males awarded Ph.D.s has decreased 47 percent over the last ten years and the number of Black females awarded Ph.D.s has increased 15 percent during this same period.

TBIs awarded a majority of the degrees the respondent population received at the undergraduate level. Many of the TBIs producing these graduates have a tradition of providing quality education and preparing students for the world of work. Those TBIs producing five or more of the respondent population, for the

Figure 7

Year by Year Analysis of Male and Female Hires



most part, have reputations for sound management and steady enrollments.

Another finding that needs attention is the pattern of degree selection--Blacks are getting degrees in areas where demand and salary are lower, and the possibility for mobility is limited. As suggested earlier, they are not receiving degrees in the natural sciences, engineering, computer science and the languages in any large numbers.

This fact complicates the recruitment of Black faculty in these high demand areas. The irony of this pattern, however, is that even though Blacks are represented in greater numbers in the areas of education, English, nursing, business, and social work, their presence in the various departments at TWIs representing these fields of study is not representative of the numbers. This reality puts the Black faculty at a double disadvantage in the hiring process. On the one hand, they are not being hired at TWIs in disciplines where they hold degrees and on the other hand, not enough Blacks are getting degrees in the disciplines of high demand. The consequence of this phenomenon is that, by and large, Black faculty represent a tiny percentage of the employment ranks at TWIs.

Those Black faculty who are able to obtain jobs at TWIs, however few, have not been employed for any great length of time. This report has documented that 49.3 percent of the respondents had less than five years of service. It follows that significant numbers of Black faculty in the TWIs are not secure in their jobs. This conclusion can be reached because they have not been employed at their present institution of employment long enough to obtain tenure. Additionally, not being initially hired at the higher ranks, they would not have been employed long enough to be considered for promotion. The results clearly demonstrate, in fact, that Blacks perceived a lesser degree of job security than did whites (Figure 6).

Evidence has been presented elsewhere in this study which suggests that TWIs made greater efforts to hire Black faculty only when an "outside" stimulus, such as Congress or the courts, intervened. When the courts were most active in their

deliberations and more pointed in their directions, strategies, goals and timetables, the Adams states responded with better results. Given this reality, and given the recent ruling by Judge Pratt effectively removing the courts from their previous role of enforcer, we might expect little or no activity from TWIs relative to the hiring and retention of Black faculty. This contention could be supported by arguing that even with mandates from the courts, the TWIs have not in any significant manner diversified their workforce relative to race.

Other issues impacting upon job security and Black faculty employment experience at TWIs revolve around the questions of academic rank and tenure. Departments or institutions that are adverse to cultivating a Black faculty presence by sincere recruitment efforts, may have the same adverseness to promoting and awarding tenure to Black faculty. Data have been presented to affirm that the large majority of Black faculty are initially hired at the lower ranks (approximately 85 percent in the sample in this study). Earlier it was suggested that the scrutiny one must endure to advance up the professorial ranks may be just as rigorous as the initial hiring process. Usually the same people involved in the initial hiring of new faculty are also involved in determining who is promoted (i.e., department chairs, selected members of the department, deans and other administrators). Black faculty members who are brought in at the lower ranks, such as lecturers, instructors and assistant professors, must face this process at least two or three times should they decide to stay at a given institution. The faculty members in the present study have shown some facility in negotiating the steps to promotion, if not tenure. Figure 8 shows the relative proportions of the Black faculty sample at each rank at their initial hiring. Figure 9, depicting present rank, shows how the instructor ranks have decreased from 32 percent to 14 percent; associate and full professor ranks having increased. These data, of course, do not document the attrition rate of Black faculty.

If, as the data suggest, the bulk of Black faculty has only been employed at their present institution for less than five years, then large percentages of Black faculty members will be

Figure 8

Proportion of Black Faculty at Each Rank at Initial Hire

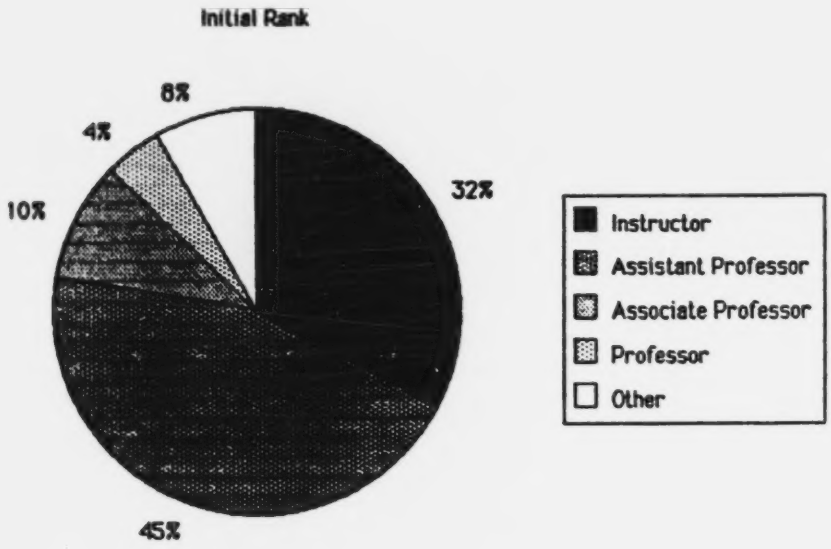
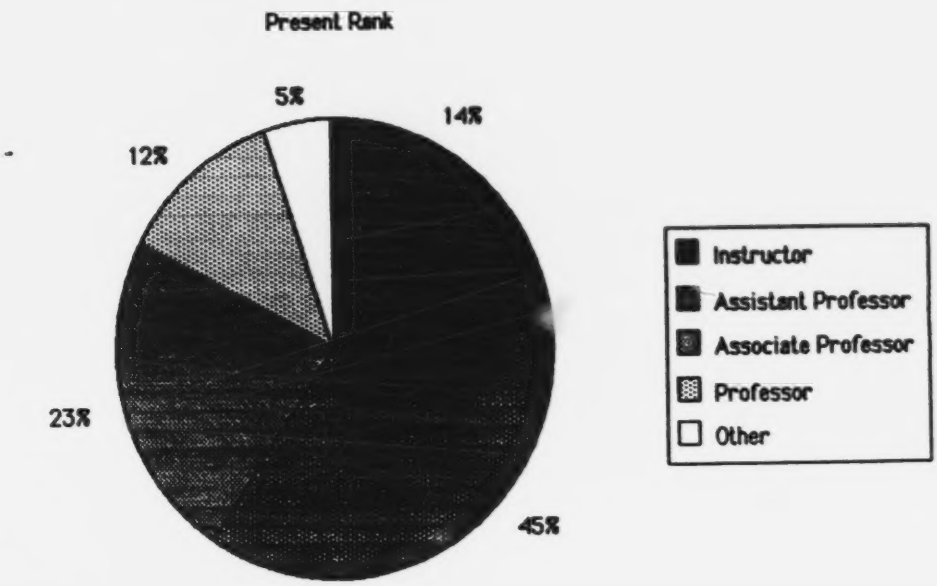


Figure 9

Proportion of Black Faculty at Each Rank



eligible for promotion (and tenure) at about the same time. On the surface this should not be of any great concern, but given the realities at many TWIs, it more than likely will cause some stress to decision makers. Hopefully, the campus will prepare itself to act in an affirmative and appropriate manner before this decision has to be made. Results of this study suggest that certain perceptions, attitudes, and behaviors are related to a more successful experience for Black faculty. Institutions could take an active role in developing these factors in their novice Black faculty members.

If institutions are consciously or unconsciously following a recruitment pattern that lends itself to recruiting inexperienced Black faculty candidates in the lower ranks, they face the responsibility of cultivating the success skills that will result in the ultimate retention of these Black faculty members. Part of the reason that Black faculty are hired at the lower ranks is because TWIs focus their recruitment efforts mainly on recent graduates who have not had prior experience. These young faculty members may be less experienced in assimilating into the professional mainstream, and may be naive about campus politics and the unwritten rules for advancement. In the wake of the Adams case, many experts thought that TBIs would be raided of their faculty in an attempt to increase the number of Black faculty at TWIs. Yet, the data indicate that 71 percent of the respondents had no prior experience at a TBI.

The data also reveal that a large percentage of Black faculty have not been awarded tenure. Even when controlled for length of service, the facts remain the same, despite majority of the respondents indicating they were aware of the tenure requirements. Earlier it was asserted that institutions could entice faculty to join their ranks by awarding probationary credit toward tenure. The majority of the respondents offered probationary credit toward tenure were awarded only one year and they, by and large, have not yet received tenure.

It must be emphasized that awarding probationary credit toward tenure does not assure the actual attainment of tenure. It does, however, make one eligible for tenure within a shorter

period of time. This shorter period can be both positive and negative, given the climate of a particular institution and the productivity level of the individual being considered. If tenure is indeed a collegial process which is subjected to political and economic forces, as Pruitt suggests, then the question becomes, "Do Black faculty control any of the forces?" If they do not, then Black faculty may need some time to cultivate these requisite influences.

Experiences

The present analyses of data from this study indicate that aside from the number of reported hours spent on teaching, there were no significant differences in the average number of hours that Black and white faculty members spent on various academic responsibilities. These results, however, belie the assertions of the on-site interviewees, who report increased burdens on their time because of minority affairs related tasks. These include counseling students, serving on committees, and community service. More sensitive analyses of the data and perhaps more specific questionnaire items could serve to resolve the discrepancy. For instance, Black faculty are frequently involved in the recruiting of other Black faculty and students, either because of a sense of duty or a personal commitment to diversifying the campus. Administrators sometimes consciously or unconsciously "pigeon hole" Black faculty as the caretaker of minority affairs. These Black faculty members are expected to be present at events involving the minority community and are sometimes expected to be the "point person" whose responsibility is to break the ice for white representatives from the college or university. In addition to these responsibilities, some of these Black faculty members are expected to become mentors of Black students once these students are on campus. Again, all of these activities are very time consuming. Yet, many Black faculty members willingly assume these responsibilities because they feel they are providing a service to the institution and may be fulfilling a sense of personal

commitment.

Several faculty in the on-site research sample argued that engaging in the previously mentioned activities do not, in most cases, yield positive rewards. When being considered for promotion and tenure, involvement in minority affairs is not heavily weighted in the promotion and tenure equations. Hard choices must be made by Black faculty members who invest time in minority affairs. Some of them find the consequences of these choices are extremely painful.

It is questionable whether some TWIs are serious about recruiting Black faculty. Institutions that have good intentions in recruiting Black faculty may also be victims of a faulty strategy. These institutions may put a great deal of sincere energy into a process that is encumbered by an inadequate approach or procedure; yet they follow this approach year after year, documenting that the process has been followed, even though it may not have yielded the desired results. The findings show that the nontraditional recruitment methods, such as ads and journals, have provided an increasingly significant portal for Black faculty candidates entering academia. These methods could be studied and improved, and as a core of Black faculty develops at TWIs, the traditional recruitment methods (e.g., friends and mentors) should also be evaluated.

The data show that 53.6 percent of the respondents indicated that the most useful factors in locating their present positions was either a faculty member at the present institution, a mentor or a friend. These factors suggest a person to person approach has a great deal of appeal to Black faculty candidates. Furthermore, they suggest a need for TWIs to take a look at how present faculty, particularly Black faculty, view the institution and the kinds of experiences they are encountering. Black faculty candidates often place a great deal of weight on the racial and professional climate of the campus, and will ask Black faculty at the institution for their perceptions. Faculty members, in turn, tend to describe an institution based upon their own perceptions. Their perceptions are usually influenced by personal experiences. Black faculty members who do not feel that they are treated

fairly, in most cases, will not be an ambassador for the institution.

If Black faculty members are used in the recruiting process, not only must they portray the institution in a positive manner, but they are also putting their own integrity on the line. If the institution does not live up to this portrayal, the recruit may sometimes vent frustration not only at the institution, but at the individual who pursuaded them to come. Silver (1987) argues that:

> . . . The trademark of success in the hiring of minority (Black) faculty on a predominantly white campus centers around an environment that is inviting, attitudes that are positive, search committees that are committed, and a recruitment theory that is intrinsically linked to retention (p. 7).

Silver (1987) points to one institution that followed the above paradigm and met with successful results. For this model to be successful, commitment needs to start at the top of the administrative hierarchy with the president and his or her executive staff setting the tone. On-site interviewees substantiated the important role of top administrators and stressed the need to prevent bottlenecks by resistant mid-level administrators. If traditionally white institutions create a campus environment where Black faculty can feel welcome, secure, and have opportunities for professional growth, recruitment would then only be limited by the availability of candidates.

The institution cited above, as well as other institutions that have progressive recruitment records, have not achieved success because they have increased numbers of Black faculty on their campuses. Silver (1987) indicates that despite gains in recruitment efforts engineered by moving from passive resistence to active results, TWIs face an equally challenging task of ensuring the retention of their Black faculty.

Another issue in the recruitment process is the sentiment among some academic departments that "we have a Black faculty in a given department, therefore our job is completed." About 77.1 percent of the respondents indicated that they had at least twenty total faculty members in their respective departments. Yet, 43.5

percent asserted that they were the only Black faculty member in their department and 32.6 percent said there was one other Black faculty member other than themselves. These realities have consequences for comfortable cultural and social interactions and recruitment.

If TWIs recruit across the ranks, provide probationary credit toward tenure, recruit more than the token one or two Black scholars per department, then positive results should follow.

Perceptions and Attitudes

The experiences of Black faculty members at TWIs are related to their perceptions and attitudes in complex ways that may not be deciphered from the current study. Important areas and topics, however, have been clarified in this research. The survey item asking the Black faculty if tenure status was appropriate received a large percentage of agreement responses, but it also elicited one of the largest percentage of "strongly disagree" responses. Predictably, associate and full professors with 10 to 15 years of service represent a large portion of those who strongly agreed with this item. These are faculty members who should have been tenured for the most part. Because most of the faculty in our sample are in the pre-tenure phase of their careers (less than five years of service at the institution), they have not faced a negative tenure decision. They tend, therefore, to be cautiously optimistic. The younger faculty members appeared to be most optimistic, and expressed more faith in the objectivity of the system and the value of merit. This attitude seemed to moderate among those who were nearer to the tenure decision time. Several faculty members in the on-site study who had not yet been tenured did not appear to be certain about the outcome. Those who had already been tenured frequently expressed dissatisfaction or reservations with the procedures for tenure and promotion. Although the system worked for them, it was not perceived to be a totally objective or fair system. This dichotomous attitude is apparent when reviewing the finding presented in Table 37.

Although 41.3 percent of the sample strongly agreed that their own tenure status was appropriate, only 20.3 percent strongly agreed that the procedures were equitable.

While some of the interviewees expressed praise for the tenure and promotion process, many expressed a sentiment similar to the faculty member who stated that it was an "Ill-defined combination of research record and the extent to which you are perceived to 'fit in' to the department." Several interviewees described the process as being subjective; some noting that the criteria were not stringently applied if yo. were "liked," while others likened the process to joining a club. In the words of one faculty member, "there is no question about the subjectivity. The final question is, 'Do I want this person in the department with me for the next 20 to 30 years?'"

Even in acknowledging the biases of the tenure and promotion process, most of the faculty in the interviews agreed that meeting the basic requirements were essential. The survey data show that faculty who were very clear about the requirements to publish were more satisfied with their salaries and the equity of tenure and promotion procedures than faculty members who were not definitely clear about their need to publish. These results suggest that the Black faculty in these institutions may need more guidance, direction, and explicit delineation of the "rules" for advancement and retention.

In addition to understanding the objective or explicit rules for success in academia, faculty members must also learn the unwritten rules. The interviewees frequently indicated that it was important to "rub shoulders" with colleagues, to "promote" oneself, and to be visible in important campus positions. Many felt that it was especially important for Black colleagues to be "seen as a person," to be "personable," to demonstrate "commitment" to the institution and the capacity to "function with whites." Black faculty in the survey indicated, in large percentages, that selected committee service and access to informal networks were valuable. In the comparison study, there were more whites who viewed informal networks as important. It is not clear whether fewer Blacks understand the importance of this

network or whether larger proportions feel that gaining access is a futile effort. The on-site results reveal that both circumstances existed.

Another area that appears to be pivotal in advancement and retention in the academy is the degree of contact with influential colleagues. A larger percentage of white faculty in the comparison study placed greater value on close personal contact with the senior professors and the department head. This attitude also has a strong positive relation to other attitudes such as the importance of committee service, access to informal networks, and social contact with colleagues. Furthermore, the actual numbers of formal contacts with the department head has been demonstrated in this study to be significantly related to the professional assimilation of the Black faculty member. It is not clear whether the department chair is a guide or facilitator; or whether the faculty member with the savvy to cultivate contacts with the department head is also skillful at developing good collegial relations, committee assignments and other adaptive strategies.

Black faculty in this study did not give an overwhelming endorsement to the value of mentorship. This particular survey finding is discrepant with the results of the on-site interviews; and points to a limitation of the on-site data. Specifically, the on-site interviews were all conducted at research universities, where the dynamics for advancement and retention may be different in some critical areas. For example, at research universities, mentoring is an important process because of its role in assisting research and publication opportunities. At predominantly teaching universities, a mentor may be important as an advisor on the unwritten rules, but does not control grants or productivity. This interpretation of the mentor role is supported by survey findings that show that faculty who must publish to gain tenure place significantly more value in mentoring with senior professors for career advancement.

Results of the comparison study could provide additional clues to Black faculty, however. In addition to valuing mentoring with senior professors, white faculty placed more value (than the Black faculty) on mentoring with the department head and academic

vice-president and dean. Perhaps more importantly, white faculty had more informal (social) contacts with the dean, senior professors, and the academic vice-president.

In assessing the data on work environment, it is clear that contact with the department head is an important factor. Again, it is difficult to ascribe causation, since the faculty member who makes appropriate contacts or has certain personal qualities may also be more likely to come into contact with the department head. One trend that is clear, however, is that Black faculty members are more satisfied with their departments than their institutions. Considering other survey measures and on-site interview responses, it appears that departments, not institutions, are the nexuses that propel the implementation of affirmative action. Thus, attitudes and behaviors at the department level are critical for the successful recruitment and retention of Black faculty.

Even when departments succeed in hiring Black faculty members, the data show that only one Black will be hired. White colleagues, for the most part, seem to feel that the hiring of a few Blacks sufficiently demonstrates commitment to improving minority affairs. Black faculty, on the other hand, were quite emphatic about their dissatisfaction with minority representation. One Black interviewee pointed to the implicit quota mentality when recounting the response of a white colleague who was asked about the need for more Black faculty to recruit and mentor Black graduate students: "His reply was, 'We've got to find another solution--we've got all the Negro faculty we're going to have.'"

Despite such anecdotes from Black faculty, there was no clear indictment that racism was the overriding variable in the career obstacles faced by Black scholars. Many interviewees were clear about the discriminatory effects of entrenched the "old-boy" network, but were not as clear about racial motivations for such discrimination; thus reflecting the ambiguity Blacks feel in other areas of the larger society. As a result, many Black faculty felt the need to assume a diligence about their performance and interactions that would eliminate any ambiguity about their achievements, and therefore leave racism as the only factor in negative evaluations or personnel decisions.

Summary and Recommendations

Despite the efforts of the courts, racial diversity at TWIs has not been achieved to any substantial degree. On the other hand (apparently because of the Adams case mandates), some Blacks have gained access to the TWI workforce as a result of legal intervention. The reported numbers of Black faculty are not as large as some institutions and states have reported, according to the findings in this study. The external pressure on the closed market employment system of higher education has created changes to the entrenched methods for recruiting faculty, as evidenced by the increase over the years in the proportion of Black faculty candidates who found out about their positions through methods other than personal networks.

The Black faculty at TWIs tend to be untenured, relative newcomers, educated at TBIs in their undergraduate years and received their graduate degrees at TWIs. The proportion of females in the Black professoriate has increased dramatically resulting in slightly more Black females than males being hired in the past few years. The disciplines of Black faculty members in the study are concentrated in education and social sciences, as opposed to natural sciences and technical fields. According to the measures of productivity employed in this study, there were no substantial differences between Blacks and whites but noticeable differences in the publication records of Black males and females. Black males published more than Black females; however, the number of paper presentations were fairly even for the two groups. There was evidence from the on-site research that Blacks spend a large portion of their time on minority affairs activities; however, the survey results did not indicate that the time spent on minority affairs exceeded time spent on other major responsibilities like committees, research and advising.

Recruitment of Black faculty is clearly influenced by professional contacts and relationships; yet, non-networking pathways into academia (ads, journals, newsletters) play an important role. Once Black faculty arrive on campus, they may frequently find that their pay increases lag behind their white

counterparts, even when they bring more experience and higher rank. Only a small elite group of Black scholars at high ranks command higher salaries than whites of the same rank.

While large proportions of Black faculty at TWIs appear to be cognizant of the value of collegial relations for their professional advancement, there still needs to be additional efforts to acculturate Black faculty members, particularly the novice professor, to the formal and informal requirements for advancement in their institutions. Black faculty tend to place less value on certain types of professional networking than do their white colleagues, even though some of these networking behaviors are clearly related to their degree of satisfaction and involvement in activity that leads to professional advancement and rewards. This study cannot conclude about the extent to which the professional networks are closed to the Black faculty member.

In areas of perceived equity, job satisfaction and collegial relations, Black faculty in the Adams states appear to feel more positive than negative. However, these attitudes and perceptions seem related in complex ways to the duties and expectations placed upon the scholar, the distance from tenure decision and their patterns of interactions with colleagues. The Black professor feels less job security than white counterparts, and is emphatically more dissatisfied with the status of affirmative action and Black representation on campus.

Recommendations

Given the wide scope of this study, the range of the findings and the aspects of the data yet to be analyzed, the following recommendations are offered with the qualification that they be viewed as preliminary:

1. There is a critical need to get more Black scholars into the pipeline, especially in disciplines where there are critical shortages. Institutions must begin to devise ways to "grow their own" as well as develop other creative strategies.

2. The dramatic reversal of Black male presence at TWIs must be more carefully studied to uncover the factors that contribute to the problems.
3. Because of the preponderance of junior faculty members at TWIs, these institutions should devise strategies to recruit experienced black faculty members who can be awarded senior rank. These senior members can then serve important networking and mentoring functions.
4. Take productive steps to acculturate Black faculty at TWIs to the formal and informal requirements for success.
5. Because of a large cohort of new Black hires in the past five years, Adams states' TWIs must prepare themselves for the tenure and promotion of this cohort.
6. Both Black faculty and TWIs should be responsible for securing appropriate credit and rewards for minority affairs activities.
7. Build upon the interpersonal methods for recruiting, but also review the effectiveness of other significant methods such as advertisements, journals, and newsletters.
8. TWIs must create an inviting campus environment for recruitment/retention that starts at the top, must be focused on the department and discourages tokenism.
9. Be explicit about tenure and promotion requirements. Institute training/workshops, etc. to substitute for the mentoring and informal networks that may not exist for Black faculty members.
10. Encourage more Black faculty to increase contact with the department head and cultivate contacts with other administrators.

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Civil Rights Cases, 109 US3 (1883)

Plessy vs Ferguson, 163 US537 (1896)

QUESTIONNAIRE FOR FACULTY OF PUBLIC HIGHER EDUCATION INSTITUTIONS

Your assistance is needed to collect data on faculties at Public Higher Educational Institutions. It takes 10-20 minutes of your time to complete the following questionnaire. Data will be used in summary analyses and statistical reports. Individual information will be kept confidential. Thank you for your assistance.

Many of the questions will have specific directions for their completion. If no directions are given, circle the number or letter of the most appropriate response. Please use a pencil for easy erasure of errors.

1a. What is your gender? 11
1—Female
2—Male

b. What is your citizenship status? 12
1—U.S. citizen
2—Other

c. If U.S. citizen, what is your ethnic background? 13
1—American Indian
2—Asian
3—Black
4—Hispanic
5—White
6—Other _____

d. What is your age classification? 14
1—Under 25
2—At least 25 but under 30
3—At least 30 but under 35
4—At least 35 but under 40
5—At least 40 but under 45
6—At least 45 but under 50
7—At least 50 but under 55
8—At least 55 but under 60
9—At least 60 but under 65
10—Over 65

2a. Please write in the year that you received any of the following degrees: 15-16
1—Bachelor's _____
2—Master's _____
3—Doctorate _____
4—Professional _____
5—Other _____

b. Please insert the names (and locations) of the institutions from which you received any of these degrees and the year received. 17-18
1—Bachelor's
from: _____ 19-20
2—Master's
from: _____ 21-22
3—Doctorate
from: _____ 23-24
4—Professional
from: _____ 25-26
5—Other
(Specify) _____

c. What were your majors and minors at the following levels? 27-30

	Major	Minor
1—Undergraduate	_____	_____
2—Last degree	_____	_____

d. Evaluate your undergraduate and graduate preparation. 31
a) Level of satisfaction with my undergraduate preparation:
4—Highly satisfied
3—Generally satisfied
2—Generally dissatisfied
1—Very dissatisfied

b) My undergraduate preparation for my present work was of: 32
4—Very great value
3—Considerable value
2—Some value
1—Very little value

c) Level of satisfaction with my graduate preparation: 33
4—Highly satisfied
3—Generally satisfied
2—Generally dissatisfied
1—Very dissatisfied

d) My graduate preparation for my present work was of: 34
4—Very great value
3—Considerable value
2—Some value
1—Very little value

3a. What is the total number of years you have held a faculty position at the following: 35-40
a) All colleges or universitites _____
b) Traditionally Black college or university _____
c) Traditionally White college or university _____

b. At how many institutions of higher education have you been employed? _____ 41-42

4a. How many publications have you authored that have appeared in refereed journals since being in your present employment? _____ 43-44
b. How many professional papers have you presented since being in your present employment? _____ 45-46
c. How many scholarly activities were submitted for publication but were not accepted? _____ 47-48
d. List other scholarly accomplishments (e.g., number of books published, amount and number of research grants) you have attained since being in your present employment. 49-52

a)

b)

c)

d)

e)

5a. My present assignments are in: 53
1—Undergraduate divisions
2—Graduate divisions
3—Undergraduate and graduate divisions
4—Other (developmental, etc.):
(Specify): _____

b. My present teaching assignments are in the following department(s): 54-57
1. _____ 2. _____

c. My present position at this institution: 58
1—Definitely has career potential
2—Has possible career potential
3—Is temporary until I decide what I want to do
4—Other _____

5d. My present salary for the academic year (9 months) is (circle one): 59

1—less than 15,000 6—35,000 to 39,999 11—60,000 to 64,999
2—15,000 to 19,999 7—40,000 to 44,999 12—65,000 to 69,999
3—20,000 to 24,999 8—45,000 to 49,999 13—70,000 to 74,999
4—25,000 to 29,999 9—50,000 to 54,999 14—75,000 to 89,999
5—30,000 to 34,999 10—55,000 to 59,000 15—90,000 or more

e. My present rank is: 60

___ Instructor; ___ Asst. Prof ___ Assoc. Prof.
___ Professor; ___ Part-time ___

6a. What is the approximate number of faculty in your academic department? ____ 61-63

b. How many of the faculty in your academic department are of your ethnic background? ____ 64-65

7. To the best of my knowledge my institution is presently under a judicial mandate to implement Affirmative Action guidelines. 66

____ Yes ____ No

Consider your present position and experiences and rate the following statements as they relate to you and your present academic department or the institution. (1-4, with 4 being the highest)

		Disagree strongly	Disagree with reservations	Agree with reservations	Agree strongly	
8a.	I am clearly aware of my progress toward promotion and tenure.	1	2	3	4	67
b.	Promotion and tenure procedures are clearly outlined.	1	2	3	4	68
c.	Promotion and tenure procedures are equitable.	1	2	3	4	69
d.	My present tenure status is satisfactory.	1	2	3	4	70
e.	My present salary is appropriate for my rank and experience.	1	2	3	4	71
f.	My professional ambition can be achieved at this institution.	1	2	3	4	72
g.	My input in departmental matters is well received.	1	2	3	4	73
h.	My department encourages interpersonal relationships among colleagues.	1	2	3	4	74
i.	My performance evaluations by students are fair and equitable.	1	2	3	4	75
j.	My performance evaluations by my supervisor are fair and equitable.	1	2	3	4	76
k.	Good working relationships are easily developed in my department.	1	2	3	4	77
l.	Good working relationships are easily developed in my institution.	1	2	3	4	78
m.	I have control of the development of my professional career.	1	2	3	4	79
n.	I have a real sense of identification with my department.	1	2	3	4	80
o.	I have a real sense of identification with my institution.	1	2	3	4	81
p.	I have had opportunities to serve on important committees.	1	2	3	4	82
q.	It is difficult to be appointed to important committees.	1	2	3	4	83
r.	It is difficult to be elected to important committees.	1	2	3	4	84
s.	I am presently serving on at least one important committee.	1	2	3	4	85
t.	The institution provides opportunity for community service.	1	2	3	4	86
u.	I have ample opportunity for consulting with pay.	1	2	3	4	87
v.	This institution is committed to improvement in the area of Minority Affairs.	1	2	3	4	88
w.	I am expected to help in the area of Affirmative Action.	1	2	3	4	89
x.	Faculty search committees have sufficient minority memberships.	1	2	3	4	90
y.	Departmental minority faculty representation is at an appropriate level.	1	2	3	4	91
z.	Institutional minority faculty representation is at an appropriate level.	1	2	3	4	92
aa.	My skills and experiences could be better utillized by the institution.	1	2	3	4	93
bb.	My ethnic background enhances my opportunity for advancement at this institution.	1	2	3	4	94
cc.	If I hope to gain tenure then I must publish.	1	2	3	4	95
dd.	Compared to my colleagues in my department, I am rewarded equitably for my research.	1	2	3	4	96
ee.	Compared to my colleagues in my department, I am rewarded equitably for my teaching.	1	2	3	4	97
ff.	Teaching is regarded as highly as research for promotion and tenure.	1	2	3	4	98
gg.	Teaching is regarded as highly as publishing for promotion and tenure.	1	2	3	4	99
hh.	Research is regarded as highly as publishing for promotion and tenure.	1	2	3	4	100

Consider your present position and indicate the value or validity of the following statements with respect to advancement and promotion at your institution.

		Maximum value / Considerable value / Little value / No value	
9a.	Mentoring relationship with a senior professor	1 2 3 4	101
b.	Mentoring relationship with the chair or head of the department	1 2 3 4	102
c.	Mentoring relationship with an academic dean or vice president	1 2 3 4	103
d.	Mentoring relationship with the president	1 2 3 4	104
e.	Close personal affiliations with senior professors	1 2 3 4	105
f.	Close contact with the head of the department	1 2 3 4	106
g.	Committee work or community service	1 2 3 4	107
h.	Access to informal information networks	1 2 3 4	108
i.	Research in specific categories or publication is selected journals	1 2 3 4	109
j.	On campus and off campus social contact with colleagues	1 2 3 4	110
k.	Meeting promotion and tenure requirements	1 2 3 4	111
l.	Serving on selected departmental and institutional committees	1 2 3 4	112
			113-115

m. Of the choices above, (a-l), write the letter of the one statement with the greatest value _____ ; the second greatest value _____ ; and the third greatest value _____ .

10. Approximately how many formal and informal contacts with the following personnel have you had during the last academic year? Please write in the appropriate number.

	Formal Contacts	Informal Contacts	
a. Department Head	_____	_____	116-118
b. Dean of the School	_____	_____	119-121
c. Senior Professors	_____	_____	122-124
d. Vice Presidents	_____	_____	125-127
e. Presidents	_____	_____	128-130
f. Other (specify): _____	_____	_____	

11. Check the answers that apply to you on **most** contacts with institutional personnel:

	Yes	No	
a. Formal contacts with Whites have been non-hostile	_____	_____	131
b. Informal contacts with Whites have been non-hostile	_____	_____	132
c. Formal contacts with Blacks have been non-hostile	_____	_____	133
d. Informal contacts with Blacks have been non-hostile	_____	_____	134

12. Compare your time on tasks for present year with time on tasks for initial year of hire. ***Please give the approximate number of hours you normally spend per week on each of the following tasks.***

Task	Present (1986-87)	Initial Year of Hire (19) (fill in)	
a. Teaching (preparation, classroom, office hours, etc.)	_____	_____	135-136
b. Research (writing, presenting papers)	_____	_____	137-138
c. Administration	_____	_____	139-140
d. Community service	_____	_____	141-142
e. Committee work	_____	_____	142-143
f. Academic advisory	_____	_____	144-145
g. Minority Affairs support	_____	_____	146-147
h. Consulting with pay	_____	_____	148-149
i. Consulting without pay	_____	_____	150-151
j. Other (specify)	_____	_____	152-153

This section of the questionnaire requests more information about your position at this institution at initial hire and during the first year of employment.

13a. My initial date of hire (month/day/year) was _____ 154-159

b. My beginning rank was: 160

___ Instructor; ___ Asst. Prof.; ___ Assoc. Prof.
___ Professor; ___ Part-time _____

c. My **initial** salary for the academic year (9 months) was (circle one): 161

1—less than 15,000	6—35,000 to 39,999	11—60,000 to 64,999
2—15,000 to 19,999	7—40,000 to 44,999	12—65,000 to 69,999
3—20,000 to 24,999	8—45,000 to 49,999	13—70,000 to 74,999
4—25,000 to 29,999	9—50,000 to 54,999	14—75,000 to 89,999
5—30,000 to 34,999	10—55,000 to 59,000	15—90,000 or more

d. My **initial** teaching assignments were in the following department(s): (Please write in the name of the departments) 162-165

1. _____ _____, 2. _____

e. What was the approximate number of faculty in your academic unit: _____ 166-168

f. How many of the faculty of your academic unit were of your ethnic background? _____ 169-170

14. Of the following, identify the **three** most important factors which were instrumental in locating your present position with 1 being most instrumental then 2, and then 3. 171-173

_____ a. Mentor (major professor, etc.)
_____ b. College placement office
_____ c. Faculty member from present institution
_____ d. Professional journal, newsletter, etc.
_____ e. Advertisement
_____ f. Friends
_____ g. Networking
_____ h. Other personal contact
_____ i. Other (specify)

15a. Estimate the number of publications in refereed journals you had authored in the three years previous to your initial employment. _____ 174-176

b. Estimate the number of professional papers you had presented in the three years previous to your initial employment. _____ 177-179

c. List other scholarly accomplishments (ex: books, amount of research grants) to your credit in the three years previous to your initial employment. 180-182

a)

b)

c)

16. My first teaching assignments were in: 183

1—Undergraduate divisions
2—Graduate divisions
3—Undergraduate and graduate divisions
4—Other (developmental, etc.)
(Specify) _____

17. Please check (and fill in the blank where appropriate) any of the following that apply to you with respect to your **initial** employment at this institution. 184-189

_____ I was offered a tenure track position on initial hire.
_____ I have since been placed in a tenure track position.
_____ I was offered ___ years probationary credit for tenure.
_____ I have been tenured for ___ years.

The last two questions concern your present opinion.

18. Which of the following has the most significant impact on promotions and tenure decisions at your institution? 190

a. Departmental committee
b. Department chair
c. Dean or division chair
d. School committee
e. College committee
f. Administrators

19. If there is a need for retrenchment at my institution, my position is secure. 191

1—Disagree strongly
2—Disagree with reservations
3—Agree with reservations
4—Strongly agree

COMMENTS OR ADDITIONS TO ANSWERS

UPON COMPLETION OF THIS QESTIONNAIRE, PLEASE ENCLOSE IN THE ENVELOPE PROVIDED AND MAIL TODAY. YOU MAY ALSO ENCLOSE ANY COMMENTS, SUGGESTIONS, OR REQUESTS. THANK YOU VERY MUCH FOR SHARING YOUR TIME AND EFFORT!!

Black Faculty Interview Questions

1. What is the actual number of black teaching faculty at this institution?

2. What school or department has the greatest number of black teaching faculty?

3. What has been the most successful way to attract black teaching faculty?

4. How is the affirmative action mandate viewed officially and unofficially (perceptions and discrepancies)?

5. Is your institution under an affirmative action mandate?

6. How do you view the promotion and tenure process at this institution?

7. What are the percentages of black faculty in each rank?

8. What are the rewards for assisting in the affirmative action activities at this institution?

9. Are your skills used to the maximum at this institution?

10. Explain the access that you have to the formal network in your department or institution.

11. Explain the access that you have to the informal network in your department or institution.

12. Do you have the occasion for social contact with black faculty?

13. Do you have the occasion for social contact with white faculty?

14. How does social contact affect tenure and promotion?

15. Do you feel that your salary is equal to white faculty at the same rank an experience?

16. Which level of administration impacts upon the tenure and promotion decision the greatest?

17. Do you identify with your department?

18. Do you identify with your institution?

19. How were you recruited to this institution?

20. Do you view the tenure process as an objective process or a subjective process?

21. What is tenure really based on in your opinion?

22. How important is it to have a mentor or sponsor?

23. How do white faculty perceive you in your department and at this institution?

24. Do you feel that black faculty are represented at an appropriate number at this institution?

25. Do you have any questions that you would like to ask me relating to any of the questions that we have discussed?

26. Are there questions that you would like to raise concerning anything that we have not discussed?

ABOUT THE AUTHORS

Joseph H. Silver Sr., principal author, is currently the Assistant Vice Chancellor for Academic Affairs for the Georgia Board of Regents, University System of Georgia, with responsibilities in the areas of program review, coordination of the academic committee system, external degree programs and oversight of the promotion and tenure process. Silver received the B.A. degree Summa Cum Laude from St. Augustine's College in 1975, the M.A. degree from Atlanta University in 1976 and the Ph.D. degree in Political Science and International Politics from Atlanta University in 1980. Later he completed a post doctoral seminar at Stanford University in the area of the United States Constitution and Black Americans with a grant from the American Political Science Association (Summer 1983). Prior to his present position, Silver served as an instructor, assistant professor and associate professor of political science at Kennesaw State College (1976 to 1986). Silver was cited by Kennesaw State College as a "Distinguished Professor" and for "Distinguished Service." He was named "Educator of the Year" by the Kennesaw Jaycees and the Cobb N.A.A.C.P. in 1984. In 1983 Silver was asked to serve as Director of Minority Affairs at Kennesaw College where he rewrote the Affirmative Action Plan and spearheaded and facilitated the development of Kennesaw College Desegregation Plan. Silver has served on the national Executive Board of the National Council of Black Political Scientists and the national Board of Graduate Assistant Program. He has also received fellowships and grants from the National Fellowship Fund (Ford Foundation), American

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